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FUNCTION OF GEOGRAPHY IN A COURSE OF STUDY.

aper read before the State Teacher's Association, Dec. 26, 1878, by Miss ROSE C. SWART, Teacher of Geography in the Oshkosh Normal School.

It is the disposition of intelligent thinking to take nothing for granted. The realization that human life, in all its departments, should ever be a living toward what is more truly good and largely useful, gives to mind a quality that questions the wisdom of the established past, and searches the present and the future for the possibilities of better things. That a custom exists is not a proof that it is wise and right. That a bygone generation believed this or did that, is not a sufficient reason why a succeeding age should think or act in the same way, to the same end. In these latter days, particularly, life crowds, and there is more than ever before, the necessity to "prove all things, and hold fast only to what is good."

This is peculiarly the duty of the teachers. They are the keepers of the gates that open into active life. It is largely under their training, that children are fitted or unfitted to live their lives in happiness and usefulness. If teachers would meet the demand their profession puts upon them, it is imperative that they consider the child's future needs in that busy life to which the school is the portal, and shape their instruction to the end of preparing him for the duties and enjoyments that await him. In addition to knowing *what* they teach, it is incumbent upon them to know *why* they teach it.

These thoughts bring me, as a teacher of Geography, to ask:

First, what right has this branch to a place in a course of study?

Second, what can it be made to do toward equipping a child against future need, or fitting him for future service?

Arthur Searle, of Harvard College Observatory, in a paper on "Examinations and Text-Books" in substance says,—"Education has two main objects: first, to teach a child *to do something*, and second, to store his mind with information which will enable him to interest himself in the pursuits of others. He is to learn certain *arts*, and he is also to learn something of the world he lives in." We doubtless all agree with these conclusions.

The most elementary school education could not aim at less than the acquisition of three arts, reading, writing and ciphering; so far, well; but it must be conceded that at this stage of educational progress, we cannot claim to have stored the mind with general information. If it is urged that the acquisition of the art of reading will do that, I answer that without some general information, reading, beyond the mere calling of words, cannot be intelligently done; while intelligent reading, in any large sense, demands a considerable degree of culture.

If this process of education is to continue beyond the "three R's," something should now be introduced that will impart the information needed. Can we do better than supply that need by the study of geography? It will find a foundation to build upon in the knowledge the child has already acquired through his perceptions. It is true that the natural sciences will do the same; but they instruct, each in its special line; while geography properly taught, will bestow that general knowledge of which the child is now in need. It will also furnish an indispensable introduction to all study of civilization past or present, and will greatly aid in forming just estimates of social surroundings.

There is, then, a point in a child's intellectual development at which the study of geography becomes his best means to a larger mental life; and he has just cause of complaint against his teachers if they, through carelessness or lack of apprehension, fail to put him in possession of its willing benefits. He has a right to every advantage it can confer; and it is their duty to have as clearly defined and correct aims in teaching him geography, as in teaching him writing or arithmetic.

An intelligent teacher once said. "Give me outline maps and a daily newspaper, and I will teach geography." Whether or not that teacher had arrived at the best method of producing the desired result, he had at least risen to a conception of the importance and purpose of the study in question.

Teachers should bear in mind that geography may be the only study in its line that many of their pupils ever pursue, and it should be their aim to make it yield those pupils as large a heritage of light as possible.

To be truly practical an elementary course in geography should keep two ends in view, first, to fit the pupil to read intelligently the current literature of the day; second, to give him a desire for information and a knowledge of the means of getting it, so that he will not stop learning when the farm or the work-shop takes him from the school. The saying is trite, but like most trite sayings, very true, that no school instruction can complete the work of education. That teacher does his work best, who so imbues his pupils with a love of learning, and so trains them in the use of aids to learning, of whatever sort, that they become, when they leave him, independent and loving searchers after truth. This student disposition can be planted and fostered in the elementary course of training, if the branches reading and geography be properly taught. And the disposition, once given a vigorous start, will "grow by what it feeds upon," until the tutored child developes into the self-instructed man, seeking to understand life, interested in its varied activities, studying its complex and often opposite relations.

It is clear that the study of geography is capable of yielding large returns; yet, dissatisfaction is quite generally and justly felt among teachers and patrons, with the slow and meagre results obtained from the great amount of time usually spent upon it. With possibilities so great, why should we have results so unsatisfactory? Either the purpose of the study is not understood, or the methods of instruction are not adapted to the accomplishment of the ends in view.

Geography presents a multitudinous array of facts. If we teach it merely as a collection of facts, looking for and finding no thread of dependence running through them and uniting them, we shall signally fail in obtaining desirable results, no matter how faithfully we work. Such a course would be parallel with thoroughly teaching a child a vocabulary and then expecting him to *read* with understanding. Geography is a science, and the facts of industrial and political geography are effects referable to causes, those causes being mainly physical conditions of soil, climate, configuration, and coast-line. In teaching, these dependencies should be constantly traced.

Finally, if the teaching is to be effective, it is imperative that to definite aims and correct estimates of the means to their accomplish-

ment, be added a knowledge of the material upon which the work is to be done. Along side of an understanding of the subject to be taught, must be ranged an understanding of the nature of the child to whom we are to teach it. Fortunately a compass has not been given to the mariner and the explorer alone; for the conscientious teacher, searching earnestly and intelligently for the best way in which to train the mind, the needle trembles no less surely to the pole.

There are three strongly marked periods in a complete study of geography, the work of each being determined by the condition of the mind which it is intended to develop. These periods are the Preparatory, the Elementary, and the Collegiate.

The little child, to whose needs and capacities the training of the first period must be adapted, has used his eyes to good advantage long before he "goes to school." He has already seen much geography, but he has seen it only as part of that great whole, the new, strange world into which he has so lately come. It is now the duty of his teacher, whether mother or more formal instructor, to teach him to see it as geography, and to apply geographical terms correctly, whether to the features of a natural landscape, or to the same represented in pictures. He should learn to know the running water as a river, the lofty elevation as a mountain, the level stretch of surface as a plain; and the more of these features he can actually see out-of-doors, the better.

Later, removed alike from landscape and from picture, he should be taught to recall them as they were, by reproducing them in mind-pictures, to conceive what he has previously perceived. From association of terms with things, can be developed ideas of location, relative position, or direction, and the points of the compass.

But the time allotted to this paper will not suffice to detail the natural order of the successive steps by which his knowledge of the subject would be steadily and systematically increased. We must consider the *purpose*, rather than the *method* of instruction. The teacher having trained the pupil to an intelligent perception of the geography that lies about him, and to the power of recalling to mind in clear conceptions, that which he has seen, should now directly aim to cultivate his imagination, that he may form vivid and correct conceptions of regions he has not seen. This cultivation of the imagination is an important part of the teaching of geography. If it is properly done, and particularly if pictures are used as an aid to it, the symbols of the map will represent to the pupil real things. New York, Liverpool,

the Alps, the Sierras, the Rhine, the Mississippi, will not be mere names of things with which he associates but two ideas, viz.: designation by geographical terms, and location; but he will see in imagination the city's maze of streets, its streams of people, and the great ships bringing cargoes. The mountains and rivers will be something more than black lines on a colored surface. Up among the melting snows of the one, he will see the slender beginnings of the other, and trace it through the mountain gorges and down the long incline to the low plain through which it seeks an outlet to the sea. In the summer of the north, he will be able to picture the winter of the south, and in the changing temperature of the middle latitudes, he will realize the perpetual winter of the artic and summer of the tropic zones; and the bare bones, falsely called geography, will be clothed upon with flesh. Henceforth, the subject will possess an absorbing interest for him, and though you may not take him beyond the walls of a country school-house, you can bring the whole world home to him within its narrow space.

Another direct aim should be, to train the memory. In this direction the study of outline maps and map-drawing, will be of the greatest advantage. A rapidly executed sketch placed upon the board during recitation, is the teacher's best test of the correctness of the pupil's memory of a certain set of facts, such as outline, direction, location, and proportion. Besides being a test of, it is also an aid to the memory, because actually to locate a feature of the map requires closer attention than simply to describe its location. What other advantages are derived from map-drawing it is difficult to see, and it would seem that from a too great neglect of it, the tendency has been to swing over to the opposite extreme of placing too much stress and spending too much time upon it, regarding it rather as an end than as a means.

The matter taught during this preparatory period, should be home geography, to give the pupil units of comparison, with which to go abroad; the natural divisions of land and water, the outline and location of grand and political divisions — the latter best learned from outline maps — a comprehensive view of the world as a whole, and the location of his own country relative to the rest; the last, best learned from the globe. Now, having trained the perceptive and conceptive faculties, the imagination, and the memory of the pupil, having given him known units of comparison, a knowledge of geographical terms, and the use of maps, the ability to recognize outlines at sight, and a comprehensive idea of location, he is prepared to begin the

second period of study, where the aim should be to develop his judging and reasoning faculties, to teach him the facts of political and industrial geography as dependent upon physical conditions; and to make him a student of the nature and relations of life, climate and products are the first great topics that should now engage his attention. But, rather than isolated facts, true in particular regions, he should be put in possession of fundamental principles, as those principles are discovered in the study of mathematical and physical geography,— the earth's motions, the influence of those motions upon the changing seasons, climate as the result of latitude, altitude, and continental and oceanic influences, wind and rain zones, and the products peculiar to different climates.

But although the study of these topics has been placed in the second period, they are still preparatory to the study of that crowning part of geography, the civilization of nations. The *life of a people* is the matter with which this student has the greatest concern. The occupations of agriculture, manufactures, mining and fishing should be dwelt upon; commerce, domestic and foreign, demands attention, and with it exports and imports, and all things that conduce to commerce, such as railroads, canals, telegraphs, sub-marine cables, lines of steamers and the like. The government of a people, the relation of their systems of education and religion to the state, are vital questions of which we cannot afford to leave this future citizen of our country in ignorance, even though the years of his instruction are few and soon told.

To teach this pupil, out of whom we wish to make a student for life, a *bare fact*, without teaching him its relation to other facts, is defrauding him of the best part of instruction. It it giving him knowledge, but no wisdom. For instance, that the Hudson rises in the Adirondacks and flows south to New York Bay, is of slight importance, but because the burdened, swift-going boats plough its surface daily and nightly, because it is yoked to the great lakes, while New York and Chicago sit at either end as receivers and dispensers, it becomes of vast importance. That the Merrimac flows from the mountains to the sea through two states is a matter of little moment; but when man binds it to the wheel and makes it turn the vast machinery of the mills of seven cities, it is no longer simply a river, a bit of water winding idly on its way, it is a force in the affairs of life. There are many aids to teaching the second course in geography,— text books, globes, books of reference and travel; but when we come to the practi-

cal business of life, there is nothing better than the modern daily newspaper. It any teacher doubts this, let him give such a topic as mining in the United States to a class of students having free access to newspapers. He will be astonished at the amount of information that is brought, and will doubtless be himself instructed on many points.

If the foundations for this study were well laid in the preparatory course, and economy has been used throughout the elementary, minor and unimportant details left unnoticed, while great principles and the relations of important facts have been brought constantly forward, it is probable this whole work, so far as treated, might have been well done by an average pupil at the age of fourteen. If he should go to school within four walls no more, he is prepared by this well directed, careful, practical training, to go on learning and desiring to learn in the school of life.

But if through better fortune, the years he may devote to direct preparation for the work that is to come are lengthened out, then a collegiate course in geography should follow the study of the sciences, to show their relations to each other and combine them into a perfect whole. This higher geography is to the sciences, what the ocean is to its arms, it embraces them all. When Humboldt would find a name for it, he called it "Cosmos." A science is but a part. Geography is the great total, the sum and application of all science. Mathematical geography is astronomy and geometry brought home. Botany treats of plants and zoology of animals; geography of the distribution of plants and animals, and their usefulness to man. Chemistry treats of the elements, and physics of the properties of water. Geography of its distribution in seas, lakes, and rivers, the great highways of commerce, and of the laws that govern the life-giving rain. Geology treats of the formation and material of the earth's crust; geography of the products that ripen in abundant harvests upon its surface, that man may be fed and clothed, or are wrested by the saddest labor from deep, dark mines, that he may be richer aad more powerful. Physiology treats of man as an animal organism, ethnology of his place among the tribes and nations of the globe; but geography mounts superior to both, and studies man as a power upon the earth, tunneling its mountains, leveling its forests, redeeming its deserts, fertilizing its plains, damming its rivers, improving its harbors, changing its climates, forcing the fikcle wind and falling water to save labor, annihiliating time and space with

electricity and steam, and making the big, treacherous sea, the common highway by which he brings to his own home the richest treasures of far-off lands.

HOW MAY TEACHERS KEEP OUT OF "RUTS?"

[Paper read before the State Teachers' Association, Dec. 26, 1878, by Prof. ALEX. KERR, of the State University.]

The erect form and the capacious brain of man would seem to indicate a natural fitness for a wide range of observation and thought. The Homeric man, that undisguised, always fascinating product of nature, is ever on the alert, eager to visit new lands or to distinguish himself in council or in war. "Homer's ferocious old boy," when he begins to feel the vigor of manhood pulsing in his veins, disdains to be in leading-strings, and is off like a pirate roving the seas, or he crosses the border to seek adventure by land, and returns to show with pride the scar left by a wild boar's tusk, or an enemy's lance.

The passion for adventure had ample scope when the world was young, and society was unrestricted by complicated conventionalties. The same passion now exists, but it finds vent in a different way. The primitive boy was undisturbed by long division, or the tables of reduction; his natural strength was not abated by deep thinking on the development theory, or his eye dimmed by the intricacies of the Gothic letter. The modern boy is put through the educational mill and ground. Nature is driven out of him with a fork, and often so effectually expelled, that notwithstanding the authority of the poet Horace to the contrary, she never more returns. For him, travel is generally an expensive luxury not to be seriously thought of. He must see the world, if at all, through the eyes of other people. Books of travel and adventure are his principal means of transportation, and serve to relieve the tedium and monotony of his lessons. If he cannot see snakes fifteen feet long, sliding amid tropical foliage, or the king of the Cannibal Islands enjoying his evening meal of roasted missionary, the next best thing is to read about them.

It is a wise provision of nature which makes the boy chafe under arbitrary restraint, and demand his freedom for a portion of the time at least. The man who cannot look back to a childhood in which certain hours and days were sacredly his own for amusement and recreation, has been defrauded of a boy's inalienable rights. Such a per-

son is apt to be bloodless and unsympathetic, and sadly lacking in the amenities of life, which make a man agreeable and influential. If he tries to enjoy himself outside of his daily routine, the attempt is constrained and unnatural. When he is under the open sky, and might drink in the peace and tranquility of nature amid the forest, on the lake or the river, enjoyment for him is a lost art. The drudgery of his business has become his natural element in which he lives, and moves, and has his being; his thoughts are with his treadmill, and in imagination he is plodding along like a hack of the market-place, just as men with tired brains go over again in their dreams the labors of the day. He is unwittingly a victim of the old delusion that play was meant for children and not for men.

When the great teacher set a little child in the midst of his friends, and said, "Of such is the Kingdom of Heaven," his words had a wider application than is generally given to them. We are taught to believe in these days that the Kingdom of Heaven is within us. Our wise men tell us to covet peace as the best gift of God. While peace is largely dependent upon our spiritual state, there are conditions other than religious tending to promote peace, and these are worthy of attention. Here let the child be our teacher. He demands variety of experience and entertainment, and if the demand is denied, as Emerson says, "the little Pharisee fails not to sound his trumpet before him." From his toys which he dissects when they become monotonous, from all sights and sounds of art and nature, from everything that appeals to his senses, the young iconoclast gains intelligence and happiness at the same time; and when the tired head is laid on the pillow, he, the picture of innocence, sleeps the sleep of the just and takes no note of time till morning.

Put the little man under unnatural and artificial restraints, like those of the old-fashioned Puritan or Scotch Sunday, and unless he succeeds in outwitting and outflanking his tormentors, the healthy boy-life is crushed out of him, he soon has a care-worn look by day, and is scared by ugly dreams at night.

In reference to the present discussion, men may be fitly considered as children of a larger growth, who have merely made a change of tools and playthings. The perpetual grind of a business like teaching will prematurely exhaust the vital, intellectual and spiritual energies of the average man. Unless he is constantly watchful to repair damages, unless in accordance with the laws of nature he is careful to take a new lease of life, he will soon settle down so deep into his

rut, that the long arm of Resurrection will never reach him. He will become a bundle of nerves, as sensitive as Mr. Jarndyce when the wind is in the east; his brain will have the activity of a dried apple, and spiritually he will become a confirmed and hopeless pessimist. It is an old delusion that there is any logical connection between the occupation of a teacher and a one-sided or imperfect mental development. If this were other than a delusion, the business should be resorted to only by martyrs or persons under the pressure of necessity. Professor Blackie makes a friend of the Milesian Thales talk to the Philosopher in this way:

> "My first schoolmaster was
> A grave Bœotian, a poor fisherman,
> Who lived by dredging sponges at Anthedon,
> And went a voyaging and was wrecked, and found
> A lodgment at Meander's slimy mouth,
> And — for he could not beg and would not starve —
> Became schoolmaster."

It is sometimes assumed that the brain which cannot master the details of business, or grapple with the difficulties of law and theology, is perfectly competent to organize and control a school. The assumption may be right, but I doubt it. On the other hand, it would be easy to find instances in which men, meeting with indifferent success in teaching, gave up the business in disgust, and gained reputation and even renown in literature and politics, or acquired wealth and influence in commercial pursuits.

The doctrine so largely prevailing in the world at present, that education must be made universal, has of late greatly increased in ability and numbers the instructional force of this country. Many who annually recruit this force are teachers from necessity, not because they have any real fitness or love for the work; and it seems proper merely to say to them that they should replenish their pockets as speedily as possible, and make way for those who teach from better motives.

Those who enter upon the work for a term of years, or for life, are subject to peculiar dangers. Can a man lose himself in per cents of attendance, the average of the averages, the best method of preventing whispering in school,—can he make these the burden of his thought by day, and the spectre of his dream by night, and still retain a firm grasp upon the things of the mind and soul? Such a man

would be a miracle. Constant dealing with minute details is a cause of weakness, for it robs the mind of its natural strength, and unfits it for the higher processes of thought. The man may have cherished some generous ambitions in his youth; he would be a power in his generation, he would make himself felt and recognized in society, he certainly would! But he wakes up some fine morning on the verge of middle life, feeling like an old man, and finds that the companions of his boyhood have passed on and left him, while he has been only moving in a circle. Thoughts enlarged and enriched by study are not his; a few elementary facts and principles, made barren and wearisome by repetition, are his stock in trade.

Let me not be understood as disparaging by a word, the teacher's scrupulous attention to matters of routine. No business can succeed in which the minor interests are neglected. Thomas Jefferson was as conscientious in keeping a correct book of accounts, as he was in finishing a state paper; Bayard Taylor was as painstaking in the preparation of a paragraph for a daily newspaper, as he was in the composition of a poem or a romance; but the one did not lose himself in the balance sheets of his farm at Monticello, nor the other in the accomplishment of his daily task for the New York Tribune.

Teachers can keep out of ruts by the exercise of the energy and courage which have been the making of other people. When, my friend, you feel like settling down satisfied with a poor and mean achievement, satisfied with knowing nothing but your trade, then, to prick the sides of your intent, read such books as Parton's Life of Jefferson, or the Autobiography of Harriet Martineau.

I would suggest Recreation as the first means for attaining the end which we are now considering. This is, of course, the moral of my fable about the Homeric man, and the meaning of my reference to the modern boy's Declaration of Independence. Herbert Spencer's epigram is worth a sermon on this topic: "One secret in education is to know how wisely to lose time."

My second suggestion is a comprehensive Programme of Reading and Study, upon subjects which lie beyond and above the requirements of the recitation room. Many thinkers, from Cicero to Matthew Arnold, testify to the influence of liberal studies and wide reading in keeping the mind fresh and vigorous as the years of life pass on. Let the teacher, as at evening he leaves the school-room for the society of his books, say to the perplexities of the day: "Abide ye here; and I will go yonder and worship and come again to you." The

constant habit of assimilating the best thoughts of many writers gives to the teacher a power which he can acquire in no other way.

Our friend and fellow-laborer, Prof. S. H. Carpenter, who has just closed his brilliant record as a teacher, is a fitting illustration of the power thus gained. Possessing a gifted and vigorous mind, he had enriched it with the best treasures of various languages and literatures, Greek, Anglo-Saxon, French and English. His versatile attainments and catholic tastes were widely respected and admired outside of University circles. But before his classes, his scholarship and culture showed to greatest advantage. Here was a man in the place for which nature intended him. No wonder that he used to thank God for the opportunity to teach, for teaching was to him a positive pleasure. His students will not soon forget how his learning took the form of living thought, giving light and suggestion to their perplexed minds, and how the varied experience of his eventful life enabled him to give them needful and wise counsel in their discouragements. He has fallen by a swift and untimely death. Let his example, which yet speaks to us, incite our younger teachers to bring to their work the preparation which comes from accurate study and wide culture.

ANCIENT IRISH LITERATURE.

At last the language and literature of the ancient Celts are receiving that attention which the history of the first Aryan settlers in western and southwestern Europe would seem to deserve. In their deep and thorough researches, the great German scholars and linguists have fully recognized the importance of Celtic in the study of comparative philology, and have labored diligently in discovering the grammatical forms of the language and in exhuming its ancient literature. In Ireland, Wales, and Scotland, where dialects of Celtic are still spoken, great efforts have been made to prevent its decay, and to diffuse a more general interest in its literature. Chairs of Celtic language and archæology have been established in some of the principal Irish and Scottish colleges, and many societies exist for the collection and preservation of the literary remains. But especially in Ireland have these efforts been made. Prof. Eugene O'Curry (1796–1862), with whom the MSS. and antiquities of Ireland were a life-long study, has left us in his "Lectures on the MS. Materials of Ancient Irish History," a brief account of the results of his long and patient labors.

Archbishop MacHale, one of the best of living Celtic scholars, has translated the Bible into Erse, and done much towards promoting the study of the language; Dr. Todd has translated the "Book of the Brehon Laws;" O'Donovan has done a like work for the "Annals of the Four Masters;" MacGeoghegan has carefully edited and published the "Annals of Clonmacnois;" and Drs. Petrie, Hennesy, Prichard, Wilde, and many others have done much towards collecting, translating, and publishing the "saltairs," "annals," and fragments of ancient Irish writers. Sir H. Wain has recently made the Brehon Laws the subject of a volume in his collection on Ancient Institutions.

Most of the Celtic MSS. still extant are preserved in the library of the Royal Irish Academy, and in the library of Trinity College, at Dublin. These collections number several hundred volumes, many of the MSS. being written on vellum, and elegantly illuminated. The oldest date from the early part of the twelfth century. In the middle of the seventeenth century, Father Hugh Ward and other Irish scholars, collected at the college of Louvain, Belgium, several hundred MSS. of the Irish monks and writers of the Middle Ages; but in the confusion of the French Revolution, this library was scattered, and its Irish books are now divided between the St. Isidore College library, at Rome, and the Burgundian library, of Brussels. Stray Celtic MSS. are occasionally met with in the great libraries of Paris and other European capitals. The British museum and the Bodleian library, of Oxford, also possess a large number, gathered before the establishment of the energetic Royal Irish Academy.

Of the principal Irish MSS. we may mention: (1) *The Book of the Brehon Laws*, containing the principal laws of Milesian Ireland, as administered by the Brehons, or judges. This code, transcribed at an early date, was revised by St. Patrick, and carefully purged of its paganisms. (2) *The Annals of Tighernach*, written before the twelfth century, at the abbey of Clonmacnois. These are the oldest records of Ireland, and are to Irish history what the Saxon chronicles are to that of England. (3) *The Chronicum Scotorum*, written by Dugald MacFirbis, in 1650, and giving the genealogies of the principal Irish and Norman-Irish families. (4) *The Annals of the Four Masters*, written between the years 1630 and '32, by Micheal O'Clery, a Franciscan friar. This work is a very important and much quoted authority in Irish history. Fragments of a work called the *Saltair of Tara*, attributed to the reign of Cormac MacAirt, a king of the second century, still remain, and references are made in old manuscripts to

the *Cuilmenn* (i. e. the great book written on skins), said to date from 580. From further references, we learn of the loss or destruction of many other works.

The Danes appear to have taken great delight in "drowning" the MSS. of the Irish monks, and the Saxons in burning them. Prof. O'Curry gives a list of nearly thirty books thus lost. It is related that St. Patrick destroyed nearly two hundred tracts of the Druids, some of which were written in the peculiar Ogham character.

The Irish manuscripts are written in Greek and Roman characters, with which, even before the spread of Christianity, it is supposed that the Irish Druids were acquainted. Cæsar mentions that tables were found in the camps of the Helvetians inscribed in Greek characters, and the constant intercourse existing between Gaul and the British islands, and especially their common druidical religion, leads us to think that their druids being learned men, were well acquainted with both Greek and Roman writing. Like the Assyrians and Egyptians, the Celts also appear to have developed an alphabet and a system of writing, peculiar to themselves. For, on many of the stones and monuments collected by the Royal Irish Academy, are seen a peculiar arrangement of lines and dots branching along a stem-line, and evidently containing a "tale" or "record" of years and years ago. But while we have at last learned to decipher the cuneiform or wedge-shaped characters with which the Assyrians and Babylonians "storied" their bricks, and to penetrate the secrets of the hieroglyphics with which the Egyptians covered their pyramids, the fewness of specimens, and the primitive character of the Ogham inscriptions present an insurmountable obstacle to our ever getting at their meaning.

Like the Saxon literature of England, the Erse of Ireland consists mainly of dry chronicles and records. But fragments remain of tales and poems commemorating the warlike deeds of chieftains and the chivalrous actions of heroes, which compare favorably with the Trouveres and the Troubadours of Provence and Normandy. There are also historical events graphically related, such as the "Decision of Cormac MacAirt," by which a rightful heir regained his throne, and in the *Tain Bo Chuailgne*, the romantic history of Queen Mab. The *Tochmara*, or history of courtships, describes the innumerable means and phases of such events among the Celtic Irish, and the Fenian poems, attributed to Oisin and Fergus, the sons of the giant Fingal MacCool, relate deeds of daring in the days of giants. On these poems, Macpherson, a Scottish schoolmaster of the eighteenth century,

founded his famous forgeries, the tragedies of *Douglas*, *Fingal*, and *Temora*, which he asserted to be translations of ancient Celtic MSS.

For a time these works attained an immense popularity, both in England and on the continent; partaking, as they did, of the wild beauties and lofty diction of Homer, and the solemnity and grandeur of Milton, their fame rapidly spread in all civilized nations; they were translated into Russian, and acted upon the stages of Germany, where they are still much admired and read; and, it is said, that Napoleon thought them equal to anything in modern literature. But Johnson, and other English critics, disputed their authenticity, and called for the original MSS; they argued against such refinement among the ancient Celts, and accused Macpherson of a universal plagiarism from the whole range of literature. Macpherson was of course unable to produce MSS., and failed to substantiate the antiquity of his works.

It is not improbable that there exist sufficient materials among these MSS. out of which to weave a genuine Celtic epic. Within the last few years, the world has been impressed with the Indian *Mahabharata*, and the Finns have had their great epic, the *Kalevala*, exhumed and given to the world. Let us hope that the renewed study and research of Celtic literature, will soon give us an epic worthy of the race, and deserving of a place beside the Iliad, the Niebelungen Lied, and the other great national epics of the world.

State University. H. J. DESMOND.

SELECTED.

SKETCHES OF THE UNIVERSITY OF WISCONSIN.— V.

DR. J. W. STERLING.

The election by the board of regents, on the seventh day of October, 1848, of John H. Lathrop, LL. D, as chancellor of the University, and John W. Sterling, A. M., as professor of mathematics, was the first action looking towards the organization of a faculty for the institution. Ever since that day, Prof. Sterling has filled the same chair. He was born in Wyoming county, Pennsylvania, on the 17th of July, 1816. His earlier education was such as could be obtained in common schools; but his aspirations for more liberal instruction, determined him to attend an Academy at Hamilton, New York. At

this institution, and at a similar one in Homer, in the same state, he received the necessary preparation for entering college. However, he now turned his attention to the law — reading in the office of Judge Woodward, of Wilkesbarre, Pennsylvania, where, after two years study, he passed the required examination and was admitted to the bar; but he never entered upon active duties in the line of that profession.

In the fall of 1837 — then twenty-one years of age — his desire for broader culture induced him to enter the sophomore class at the college of New Jersey. He completed the regular course in that institution, graduating with honor in the class of 1840. Before this, he had been elected principal of Wilkesbarre academy, and he now engaged as instructor therein. He continued in that office very successfully for one year, when he resigned to enter upon another course of study; this time, in the theological seminary at Princeton, New Jersey This occupied three years. He completed the course in the spring of 1844. During the most of this period he officiated as tutor in the New Jersey college. He now spent a year or more in missionary labors in Pennsylvania.

Prof. Sterling came to Wisconsin in July, 1846. Soon after his arrival, he was elected professor of mathematics in Carroll college, Waukesha. He occupied the chair but a short time, when he resigned his office — "the sinews of war" were wanting. He then engaged in teaching a private school in that place until called to the University of Wisconsin.

As an instructor he is conscientious, prompt, painstaking, accurate. Other teachers may carry their pupils further in a given time, but few will instruct them better. His methods and manner, however much they may differ from others, have this important characteristic: they produce satisfactory results. Of his ability in the class-room, hundreds of students who have had the benefit of his teaching, are witnesses.

But not alone as teacher has the career of Prof. Sterling for so many years, been a marked one. We come now to speak of him as acting head of the University. The connection of Chancellor Barnard with the institution was little else than in name, particularly as regards the actual administration of its affairs; the *onus* was upon the shoulders of Prof. Sterling, who was, during the whole time, virtually its chief officer. From the resignation of Dr. Barnard to the installation of President Cladbourne, a period of over six years, he was acting-chan-

cellor *de facto*, as well as *de jure*. He proved himself, during this period, a wise counselor, a faithful friend to the students, extending encouragment and generous aid to all who were in need, ruling in University affairs with a firm but kindly hand, and by precept and example stimulating all the classes to a higher culture and nobler manhood. Throughout all these university years, besides the care and numerous duties connected with his office, he was engaged the most of the time, four or five hours daily, in the class-room. Prof. Sterlings's unselfish devotion to the University, through evil as well as through good report, — his faithful stewardship, uniformity rendered, whether as professor or chief officer, — have endeared him in a marked and peculiar way, not only to those immediately connected with the institution, but to its friends everywhere.

During the entire connection of Prof. Sterling with the University, he has not lost over two months. He was appointed dean of the faculty in 1860; in 1865, vice-chancellor; and vice-president in 1869, which office he still holds. For one year after the resignation of President Chadbourne, he was the acting head of the University by virtue of his office as vice-president, and again for one term after the resignation of President Twombly. In addition to the chair of mathematics, he has filled for a number of years that of natural philosophy and astronomy. While acting-chancellor, after the resignation of Dr. Barnard, Prof. Sterling presided at commencements to the time of Dr. Chadbourne's administration, giving a brief address at each. From the last of these the following is extracted:

"It is with unfeigned pleasure that I greet you as alumni of the University of Wisconsin. You have struggled up to this position through many difficulties and discouragements. In the unswerving constancy and persistence with which, in the face of so many obstacles, you have adhered to the noble purpose of acquiring an education, we have the earnest of an honorable and successful life.

"I rejoice in every worthy accession to the graduates of the University. The number and character of its alumni is one of the most potent elements of influence and prosperity to any institution of learning. How much do Harvard, and Yale, and Princeton, to-day owe to their numerous alumni scattered all over the world. Very few have any proper appreciation of the difficulties, which, even in the most favorable circumstances, must be encountered by those who are engaged in laying the foundations of an institution of learning. One and perhaps the principal source of difficulty, lies in the absence of

that sympathy and co-operation which are best supplied by a numerous and loyal alumni. * * * * * * * *

"We rejoice in any evidence that the predjudice and the opposition under which the University has heretofore labored, are giving way to more enlightened views, and more worthy action. We take pride in recognizing the fact that the people and the legislature of this state are beginning to extend to their University that sympathy and generous support without which it cannot reasonably be expected to prosper. And we look forward to the day, not far distant, when the University of Wisconsin shall be the chief pride of the state, and her glory abroad."

In 1866, Prof. Sterling received from his *alma mater*, the honorary degree of doctor of philosophy, and the same year from Lawrence University, at Appleton, Wisconsin, that of doctor of laws. As a man he is above reproach. His integrity of character, scrupulous fidelity, and high sense of honor, are beyond question.— C. W. BUTTERFIELD, *in the University Press.*

WISCONSIN'S COAT OF ARMS.

We are permitted to copy the following letter from Col. Geo. W. Burchard, private secretary of Governor Smith, and are sure that it will be interesting to every reader of the *Journal:*

STATE OF WISCONSIN, EXECUTIVE DEP'T, MADISON, WIS.

MR. H. A. BEMIS, Milton College, Milton, Wis.

Dear Sir: — A temporary absence has prevented an earlier reply to your favor, making inquiry as to the motto of Wisconsin, its origin and interpretation; but availing myself of the first moment's leisure since returning, I take much pleasure in communicating such information in regard to the subject as I have been able to gather.

The records of the executive office and of the office of the Secretary of State, are entirely silent in regard to the origin or interpretation of the Great Seal, or the devices engraved thereon. The Seal was procured by Governor Nelson Dewey, very soon after, if not before, his first inauguration as Governor, in 1848; and a description thereof deposited with and recorded by the Secretary of State, December 29, 1851.

It is believed that Governor Dewey applied to Chancellor Lathrop, of the State University, to design a Great Seal for the State, and

that a design therefor was furnished by him, and that Governor Dewey, being in the city of New York, was about to have a seal engraved therefrom. On his way to the engravers, the Governor chanced to meet, in Wall Street, the Hon. E. G. Ryan — now Chief Justice of the State — and, exhibiting the design to him, it was criticised and disapproved; and then and there those two citizens of Wisconsin, in that busy thoroughfare, designed the present seal and coat of arms of the State. Doubtless, it is to this circumstance and the associations connected therewith that we are to look for the explanation of the motto "Forward." The motto of New York is "Excelsior," and, being in New York, her motto came prominently into notice and suggested the similar one of "Forward." A representation of a badger was introduced, not so much because "badgers" were more plenty in Wisconsin than elsewhere, but because the settlers in the Territory, from the earliest times after the Jesuit missionaries, were called "Badgers" to distinguish them from the people of Illinois, who were called "Suckers," because they came up the various streams during the period of high water in the spring and went down again with rafts, etc. Whereas the Wisconsin settlers, in those early days, were mostly in the mining regions of the southwest, and remained there throughout the year, and not a few of them literally "burrowed in the ground" after the manner of badgers — excavating rather than building dwellings. The shield supported by the sailor and miner, and bearing the emblems of agriculture, manufactures, commerce, and mining, surrounding the smaller national shield and motto is, of course, easily understood, without explanation.

Very respectfully, GEO. W. BURCHARD.

—*From the Milton College Journal.*

COUNTRY SCHOOLS. — I.

In city and country the objects of education are alike, but the conditions of the two are so dissimilar that the schools are necessarily unlike in organization and general methods. The aggregation of pupils in the city allows of a gradation and division of labor quite impossible in the country; and the concentrated wealth of the city gives superior advantages in the way of school-houses and all the appliances of education. Still there are compensations in the country; and in excellence of results country schools, intelligently conducted,

approach nearer the highest standard of city schools than is generally supposed.

The low condition of country schools in many parts of the country is owing in part to intrinsic defects, and in part to accidental causes. The former can be much ameliorated and the latter removed by making the most of all favoring conditions, and by a wise administration that fully comprehends their needs.

Advantages. — The advantages of situation possessed by country schools will be more and more appreciated as instruction progressively approximates to rational methods. In the country the study of natural history, the foundation of all primary instruction, can be carried on without cost for material; and as the children are daily brought into immediate contact with Nature, the study may be made doubly interesting and profitable. The growth of mind is a slow process, requiring periods of alternate activity and rest. The perpetual din and motion in the city stimulates mental activity, but there is no opportunity for the rest which the quiet of the country affords. If the proper means are taken to awaken the mental powers, the conditions of healthful mental growth greatly preponderate in the country schools. There devolves upon the teacher, however, the duty of arousing thought, to prevent the mental stagnation which comes from uncultivated perceptions, and the narrowness incident to limited experiences.

Another advantage in country life favorable to scholarship is the general mingling of work and study. Both boys and girls have something to do as well as something to learn; and when the work is limited to the proper amount, and not pushed to the point of exhaustion, it becomes a source of additional intellectual vigor. Teachers who have had experience in both city and country schools, with great unanimity, testify that the pupils in the latter take greater interest and make greater progress in a given time. This is doubtless owing in part to the work, which gives them motive and vigor, and in part to the shorter terms of country schools.

Dr. Seguin, the eminent physiologist and physician, advocates outdoor study as the most conducive to bodily health and mental vigor. He thinks pupils from a very early age should be brought in direct contact with Nature, and no lesson should be given in-doors that can be given without. To accomplish this end he proposes to make the public parks of the city great educational institutions, where Nature may be studied at first hand. While this plan may not be practical

at present, it indicates the direction of the improvements which are demanded for education. In the country are found the conditions which this improved system of education calls for to a much greater extent than in the city, and there seems no good reason why country schools may not be made to take the lead in reducing these ideas to practice.

Defects. — The greatest intrinsic disadvantage of country schools is the limited number of pupils, and the consequent impossibility of a proper system of grading. Pupils of all ages and degrees of advancement meet in the same room, each grade diminishing the opportunities of the other; primary and advanced instruction go on together, mutually interfering with each other; and so wide a range of employment is given to the teacher that he cannot become an expert in any department, and he fails to do justice to any class. While these evils are incident to the situation of country schools, the ill effects may be diminished by wise organization and administration.

Boards of Control. — That organization has proved the most successful which has brought several schools, as those of a township, under one board of control. The advantages which this system has over that of single districts are a more intelligent management; the employment of better qualified teachers, the erection of better school houses, greater care in the preservation of school property, a wiser supervision, and a more equitable distribution of taxes. When the board is invested with the power of grading and establishing central schools for the higher classes, and when they exercise this power judiciously, the greatest inherent defect of the country school system is largely overcome, and the schools in efficiency are made to approximate very closely to the city schools. The teacher may also do much to diminish the evils of mixed schools, by reducing the number of classes to the minimum, by more frequent general exercises, by the adoption of rational methods, and by the more general introduction and practice of written work. The other evils connected with country schools are wholly remediable by the State, the district, and the teacher.

School Houses. — In many parts of the country the condition of the school-houses and of the premises about them is a disgrace to the community. A building made ugly to the extreme of parsimony in its construction, affording no adequate protection from the elements, destitute of ordinary comforts within, and wanting in the conveniences demanded by decency without, is the place where all the children of

the district are to pass their school-days, and receive the most durable impressions of their lives. The only satisfaction to be gained from a consideration of this matter is in the fact that improvements are being made, and that these conditions, so disreputable to the people who are responsible for them, are undergoing a change for the better.

The school-house should be conveniently and pleasantly located, and well-built. It should afford ample protection from the weather, and it should be arranged for the comfort of the pupils. Attention should be specially given to the admission of light, and to the heating and ventilation, so that a uniform temperature may be preserved, and an ample supply of pure air secured. At the present time there can be no reasonable excuse for poisoning pupils with foul air. In other respects the schools should be supplied with those conveniences which are considered indispensable to respectable households.

Apparatus and Books. — Another defect in the country schools generally is the want of the apparatus and books necessary for successful instruction. No man would think of employing a farm laborer without supplying him with the tools for farm-work; and it is no less absurd to expect a teacher to do the best work without apparatus than to expect a laborer to make the best crop without a plow and other farm implements. The neglect in this direction is in part owing to a mistaken notion in regard to the importance of apparatus, and in part to the desire to reduce the expenses to the lowest possible amount. Economy, however, it is easy to show, is on the side of wise and proper expenditure, as by it the efficiency of the schools is so greatly increased.

Costly apparatus is not needed in the average country schools. Most of the things needed to illustrate instruction can be collected by teachers and pupils at very little expense. The things which are indispensable to the best results are a globe, a set of outline maps, local maps of the town and county, a large amount of excellent blackboard, and a cabinet containing specimens sufficient to illustrate the elements of the different departments of natural history, and the different manufactures. The books indispensable are an unabridged dictionary, a comprehensive history of the United States, a biographical dictionary, and some brief encyclopædia of science. An encyclopædia of general knowledge, freely used by pupils would so multiply the general results of education as to pay for itself each year. After the books enumerated have been provided, the expenditure of a small sum each year will soon procure a valuable library of reference which will

be a source of enlightenment not only to the school, but to the whole neighborhood. In the selection of books the needs of the school should be considered, and all trash excluded.—*From* JAS. JOHONOT'S "*Principles and Practice of Teachers*," *Published by Chas. Scribner's Sons.*

MISTAKES IN TEACHING.

It *is a mistake to try to teach without having good order.* No teacher should think of *teaching* at all until he has established between himself and his class a perfect understanding regarding this matter; until he has clearly shown his pupils that it was necessary that one person should be absolutely master, and that he was the person entitled to that position by virtue of his office, his superior intelligence, experience, and force of character. Without order in his business and among his employes, no business man can hope to be successful. Without the perfect order which we call discipline in an army, it is a disorganized mob, incapable, unmanageable, and at the mercy of its foes. Without order in a school, at least one-half of a teacher's power is wasted, partly through the inattention of the scholars, and partly in reducing the disorder to what some teachers regard as endurable limits. Experience has proved this, and therefore every good teacher insists on having good order before attempting to teach. "The husband who starts in his matrimonial career as lieutenant never gets promotion." A teacher is rarely promoted in a school in which he has not earned his position by the close of the first day. There is a lamentable weakness about a teacher who allows his scholars to form the public opinion of his school, and establish its character independent of him.

It is a mistake to suppose that children like to have their own way at school. No greater mistake could be made. Children like order better than disorder. So would all grown people, if they had been properly trained at school. Children are most joyous and happy, and therefore most thoroughly educated, in those schools where discipline is strict without being severe. There is no quicker way for a teacher to lose the respect of his pupils than by over-indulging them. They will not chafe long under just restraint. Control develops reverence.

It is a mistake to think that order means perfect quiet or stillness. Many classes are quiet through sheer listlessness or dullness. What

is needed in a school is the order of life, not the order of death. Order means having every child in a school attending to his own duty, and to that alone, and attending to it, of course, in the quietest possible manner. So long as no individual in a school is attending to another's business, or doing anything to attract the attention of any person else, I would not sacrifice efficiency for the sake of silence. A good stiff breeze is better than a dead calm. The breeze is all right if it does not come in squalls. Perfect order may be quite in harmony with a considerable amount of noise. In a factory for instance, although the noise of machinery may be deafening and the bustling of the workmen may appear quite confusing to an outsider, everything is usually in the most perfect order. Order does not necessarily mean repression. The order needed in school is work systematized. This is genuine order, and the only kind that will last.

It is a mistake to try to startle a class into being orderly. Some teachers strike the desk; stamp on the floor; call "order;" or ring a bell to cause quietness. A thunder clap startles us into stillness for a few moments, but even thunder would soon lose its effect if controlled by some teachers. Disorder should be subdued, not terrified. It would be a poor way to calm a nervous child by firing cannons near it. A teacher must be deliberate, not impulsive and explosive. If he wishes to secure good order he must be orderly himself. Even the occasional ringing of the bell for order is a mistake. It disturbs every pupil, while perhaps only two or three are offending, and after a time loses its effect, because it speaks directly to no one, and gives in general terms to a whole class, what should be given particularly to certain individuals. Tho bell is a valuable aid in securing discipline. It may be used with great profit instead of the teacher's voice. as a signal for commencing, changing or closing exercises; or for standing up, sitting down, assembling, dismissing, etc., but it never should be used to give a direct command for order. It should never convey a demand that does not apply with equal force to each member of the school.

It is a mistake for the teacher to try to drown the noise of his pupils by making a greater noise himself. Some teachers attempt to force out disorder by talking in a loud tone and on a high key. They may avoid hearing any noise but that made by themselves in this way, but they are certain to increase the noise made by their pupils. The pupils will have to speak louder in order to hear each other. A low tone is much more certain to produce quietness than a high tone.

There are certain noises which render children nervous and irritable. The noise made in filing a saw, and that made by a teacher talking in a high key, are two of them.

It is a mistake to call for order in general terms, however quietly it may be done. Disorder always begins with one or two, and no rational teacher allows it to proceed until it has spread throughout the whole class before stopping it. It should be quieted as soon as it commences. This should be done by a meaning look, a question quietly asked, or in some natural way that will attract the attention of no person but those immediately concerned. It is enough that the disorderly pupil should lose his time without compelling the whole school to listen to an absurd method of quieting him.

It is a mistake to ask questions to pupils in rotation. Many commence at the head of the class, facing the pupil there, and after putting him through as though he were the only pupil in the class, they get over number two in a similar manner, and so on to the end of the class, if happily that part be reached before the time for closing the lesson. They can teach but one at a time. The class of such a teacher should consist of one little pupil, so that he could see the whole of it at once.

No pupil should ever know who is likely to receive a question until it has been given. No name should be mentioned, no motion made or look given to indicate who is to answer, until the question has been asked. Many teachers make the mistake of looking steadily (while proposing a question) at the pupil whom they expect to answer it. This should be so carefully avoided as to leave every pupil completely in the dark as to the intentions of the teacher. Each pupil should know that he may be asked to answer every question. Every one will thus be compelled to attend all the time; while if questions are asked in rotation, a pupil, after answering his question, may discuss the circus, or the last lacrosse match, or the next base ball match, or any other appropriate topic that may chance to come into his mind, until his turn is coming again. It is impossible to maintain good order in a natural way by such a method of questioning.

It is a mistake to repeat a question for the sake of those who do not hear it the first time. To do this is simply an extra inducement to the scholars to be inattentive. If a pupil knows that your question is only to be asked once, he will listen to it the first time. If he knows, that when you wish him to answer, you will shake him to get his attention, and then repeat your question, he will wait for his shaking.

A pupil deserves more punishment for not knowing the question, than for not being able to give its answer.

It is a mistake to look fixedly at the pupil who is reading or answering. If there is one pupil who does not need watching, he is that one. He is certain to be attending to his work. We should attend to him with the ear, to all others with the eye. Many teachers, while teaching a reading lesson, divide their attention about equally between the book and the pupil who is reading. Such teachers never have good or interested classes. In reality, neither the book nor the pupil reading should need the attention of the teacher's eye.

It is a mistake to give out lessons without previously explaining them. One of our most important duties as teachers is to teach children how to study and what to study most carefully in connection with each lesson. To assign a lesson to a child without giving him some idea of its leading features; what will you expect him to know or explain, or prove next day; and how and where he can obtain most light on difficult parts, seems a good deal like sending him into a wilderness to fetch something he has never seen, and which you have not even described to him.— *Canada School Journal.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

ABOUT DISTRICTS.

Q. If business is transacted at a first meeting, after the election of officers, none of whom then file an acceptance, but do so soon after, is such business legal?

A. The proper way is to adjourn, in such a case, and await the acceptance; but the business done besides the election is not necessarily void, nor would such action be set aside, unless some good reason were shown for it.

Q. Is it absolutely necessary that the supervisors of both towns meet in all cases of an alteration of a joint district?

A. No alteration of a joint district can be legally made without such joint meeting and action.

Q. If after meeting all the expenses of the year, a surplus is found in some fund, may it be devoted to some other purpose?

A. A surplus of money raised for a certain purpose, say for building, repairing, buying furniture, etc., that will not be needed for such purpose the ensuing year, may, by vote of the district, be applied to some other lawful and needful purpose.

Q. Can a district, by tax, make up a sum of money lost by the treasurer, or which he negligently fails to obtain from the town treasurer?

A. A district can raise no money, by tax, except for purposes authorized by law. They can release the treasurer from no obligations or liabilities; and they can make up to him no loss, or fine, except it be by private contributions or subscriptions.

Q. Can a district pay the expense of an appeal taken by one of the voters from an alteration of said district?

A. Not unless he was appointed and directed to take the appeal by the district, and in behalf of the same.

Q. Are foreign pupils to be included in the number reported as attending school?

A. All pupils who attend school should be reported as attending, but not reported twice. If it happens that they attend in two districts during the year, they should be reported only in their own district. The teacher and clerk can see to this.

TERMS OF OFFICE — INCOMPATIBILITY OF OFFICES.

Q. Can a district officer elected by mistake for two years, when the balance of the unexpired term is but one year, hold for the two years?

A. He cannot; the law regulates the terms of office, and no vote of the district can change them.

Q. Is such mistaken election void?

A. It is not; it is good for one year.

Q. Can the town clerk be elected district clerk, and hold both offices?

A. He can be elected. Even if the offices were declared incompatible, by law, he could qualify himself to hold the lower one by resigning the higher one. But there is an obvious impropriety in holding both offices at the same time, although not expressly forbidden by statute.

Q. Can a person be town treasurer and district treasurer at the same time?

A. This is even more objectionable than in the other case. It is against public policy, and it is not unlikely if an issue was taken in

such a case, the election or appointment of a town treasurer as district treasurer would be set aside.

THE BOARD — THE PARENT.

Q. Is it proper or lawful for a school board to expel children from school for whispering?

A. Not under any ordinary circumstances. It is the business rather of the teacher to diminish it — to break it up, as far as he can — by keeping a good school, by keeping the children busy, by creating a sentiment against it, etc. It is conceivable that a large pupil may be so wilfully and incorrigibly addicted to whispering, in spite of all that can be done, as to deserve expulsion. If so, it should be done.

Q. In case of an epidemic, like scarlet fever, can the board forbid the attendance of children from families in which there are cases of the disease?

A. A board would be justified in doing this, and even in closing the school altogether, if it should be deemed necessary. In such cases the advice of a physician is proper.

Q. Can a board exclude children from school whose parents direct that they shall not take any part in the "rhetorical exercises"?

A. Rhetorical exercises are included in teaching grammar and reading, or elocution, and may at proper times, be required of all pupils in these branches. So the supreme court of Vermont held, in regard to composition writing. A parent, in this state, may direct that a child shall not *study* a certain branch, but cannot interfere, as to the methods used in teaching the branch. Pupils must conform to the rules and requirements of the school in this matter, or be excluded, unless excused for good reasons.

Q. Can the board of a graded school adopt a by-law prohibiting children who do not know their letters from entering school except during the first three weeks of the fall and spring terms?

A. Under the constitution, the schools are free to all children between 4 and 20. As soon as a child is 4 years of age, he must be admitted to the district school, without regard to his knowledge of the alphabet. The rule named would not be lawful.

Q. Has the parent the right to determine in what class, in any study, his children be placed? The right is claimed here, under the decision of the supreme court.

A. The claim is unfounded. The teacher places the pupils in the

proper classes. If not competent to do so, he is not competent to teach. If anybody is to interfere in the matter, it is the board.

THE TEACHER.

Q. May a teacher, by private contract, give instruction in higher branches, and thereby diminish the time necessary for the common branches?

A. He can lawfully do nothing of the kind. His time belongs to the whole school. He has no authority to introduce any "higher branches." If done at all, it is by the direction of the board, and the board should allow it, only when there is clearly good reason for it. For a board to connive at the teacher's misconduct, as you represent it, is highly reprehensible.

Q. May the teacher forbid the use of tobacco in the school, on the school premises, and on the way home?

A. He may forbid it in the school room, as contrary to decency and order; it would hardly be worth while to attempt more than dissuasion, as to its use out of doors, as his commands could be so easily evaded. A young man addicted to the habit might, with some reason, say he hurt no one but himself by its use on the street. Smoking, however, should not be allowed in or about the school house. In this matter, the board should strengthen the teacher's hands. The teacher can do much by influence, by persuasion, by kind and timely instruction, and by a good example, to improve the manners and morals of his pupils.

THE COUNTY SUPERINTENDENT.

Q. If a county superintendent certifies that $200 is necessary for stationery, printing and postage, has the county board power to diminish the allowance?

A. It has no such power.

Q. Is it not the duty of a county superintendent to send each candidate examined a statement of his standing?

A. The law prescribes nothing on the subject. He is to issue certificates to those found entitled, after the examination. It is customary, we suppose, with most superintendents, to send their standing to those who do not pass, which is at once an indication that they have failed, and to what degree. If this is not done, or if it is delayed, it is presumed that a request for his standing, courteously made, will always bring a response, in due time, to any unsuccessful candidate making the request.

Q. Can a county superintendent break up the school and "ship" the teacher, where he finds one teaching without a certificate?

A. This power is not given to him, but it might be well if it were. (See question and answer in December number.)

Q. If a teacher is charged with immoral acts, done one or two years ago, and the charges can be proved, is that a sufficient reason for annulling his certificate, recently given?

A. Not unless there is some evidence that the holder is now an immoral person — that is, he should have the credit and benefit of reformation, and of present good character. If a person who has committed a serious crime conceals the fact, and it comes to light, that might be a good reason for taking away his certificate.

Q. I see that a county superintendent can now administer oaths to witnesses, when he tries charges against a teacher. Can he also compel the attendance of witnesses?

A. That does not follow. He is not a magistrate. He has no powers except such as are conferred by statute.

EDUCATIONAL MEETINGS.

STATE TEACHERS' ASSOCIATION.

Proceedings of the Semi-Annual Session, at Madison, Dec. 25-28, 1878.

WEDNESDAY EVENING, Dec. 25.

The Association was called to order by the President, W. H. Chandler, of Sun Prairie.

Prayer was offered by the Rev. C. H. Richards, of Madison.

Prof. W. L. Johnson, of Whitewater, read a paper descriptive of his experience in Europe the past summer.

Prof. T. C. Chamberlain followed with an address, on the General Educational Condition of Europe, and especially on the effect of the Exposition at Paris on the public mind.

Adjourned to 9 A. M., Thursday.

THURSDAY MORNING, Dec. 26.

The Association was called to order at 9:30, A. M.

Supt. F. W. Isham, of Walworth county, presented a paper on "Educational Exhibits at County Fairs."

The paper was followed by a discussion.

Supt. Wyman, of Vernon county, thought county exhibits might be useful, but require much pioneer work to prepare the people for them.

Prof. Rockwood, of Whitewater, said that the work of preparing an exhibit was immense. The limitations under which the work is to be prepared, must be carefully determined to avoid confusion, and to secure justice to all competitors. The number of papers must be settled which shall entitle a school to compete. All details must be carefully provided for.

J. Q. Emery, of Fort Atkinson, said he doubted the entire feasibility of making the plan a success. It is to be a competition of intellect rather than of muscle, More attention should be given to the papers of written work, and not the greater part claimed by such things as pressed flowers.

On request of the State Superintendent, he described at length the exhibit of the schools of Jefferson county last fall, at the county fair. The result of the exhibit was satisfactory.

W. R. Burton, of Janesville, read a paper on "Educational Exhibits at the Annual Meetings of the Association."

O. S Westcott, of Racine, then spoke of the collection of specimens of insects etc. He exhibited some collections made and arranged by himself. He also gave some directions for making collections.

A discussion on Mr. Burton's paper then followed.

Prof. Johnson, of Whitewater, thought that the time for preparing the papers should not be confined to February, and could not see why drawing was omitted.

Mr. Burton defended his paper; he said that the schools were fuller in February than at other times; that the subjects of drawing and penmanship were given a place.

S. Shaw, of Madison, wished to make the exhibit what the committee proposed. He believed this department would cause an increased attendance on the summer meetings of the Association. Premiums should be awarded, and an admission fee be required of the competing schools.

Prof. Salisbury, of Whitewater, opposed the offering of premiums.

Prof. Beck, of Platteville, concurred with Prof. Salisbury in the matter of premiums.

Prof. Kerr, of Madison, suggested that the report of the committee be printed, and that the chairman correspond with other teachers on the subject.

On motion, it was voted to establish an Exhibitory Department, and the present committee was continued in charge of the exhibition.

T. F. Frawley, of Eau Claire, read a paper on the "Relation of Education to Politics."

Miss Rose C. Swart, of Oshkosh, read a paper on "The Functon of Geography in a Course of Study."

A. H. Sprague, of Evansville, considered the paper a revelation, and suggested that geography be used as a book of reference in the school.

Supt. Whitford said that many of the points made in the paper, corresponded with his own experience in early life.

On motion, a copy of the paper was requested for publication in the next number of the JOURNAL OF EDUCATION. Adjourned.

THURSDAY EVENING.

The Association was called to order at 7:30.

The President announced the following committee to prepare resolutions on the death of Prof. S. H. CARPENTER:

W. C. Whitford, J. Q. Emery, and A. J. Hutton.

Pres. Stearns, of Whitewater, delivered an address on "A Teacher's Observations in South America."

Adjourned.

FRIDAY MORNING, Dec. 27.

The Association was called to order at 9:30.

Supt. Whitford presented a paper on "School Work in Wisconsin, as Affected by Recent Legislation." He discussed at length the changes in the law in reference to the State University, the Normal Schools and Institutes, the Free High Schools, and the District School System.

Prof. Salisbury wished to learn from the State Superintendent or the Assistant Superintendent, more about the reasons for the modifications of the free high school law.

Mr. Pradt thought that as the original intention of the law was "to encourage the formation of *town* high schools," the revisers might have considered it unsatisfactory, especially as amended in 1877. He did not know, but conjectured that they introduced the provision as to a building, with a view to restrict the aid to such schools, and choke off the others. He said the notes of the revisers assign as a reason for limiting the aid to three years, that the "original policy of the law was to assist the beginning and thus stimulate the growth of such schools" [*i e* the organization of new ones], and that he supposed they thought the schools could sustain themselves after that period, and thus allow new schools to receive the aid; otherwise, as they add in their notes, "it would shortly require $100,000 a year."

Prof. Salisbury thought the schools might just as well not be established, if they were to be aided only three years.

Prof. Johnson said the school at New Libson, where he had taught, and which furnished teachers for a part of the county, would go down, if the aid was withdrawn.

A. A. Miller, of Waukesha, said they compared the rates of taxation, and found they were higher in the other districts of that town than in the village district, and concluded they could run their own school without aid.

Supt. Bast, of Sheboygan, and *W. J. Chamberlain*, of Black River Falls, complained of the injury which the revision of the law would do their schools.

Supt. Shaw then offered the following resolutions, which were adopted:

Resolved, That in the opinion of this body the changes made in the Free High School law of this state, by the recent revision of the Statutes, are, on the whole, most injurious to the educational interests of the state, and really destructive of the uses for which the law was instituted.

Resolved, That a committee be appointed, whose chairman shall be the Superintendent of Public Instruction, to secure such legislation concerning the free high school system as shall afford relief, for 1878, to those schools which have suffered from the revision of the high school law.

A discussion followed on the incongruity of the elimination of the "Constitutions" from the branches in which teachers are to be examined, while the subject is to be taught in the schools (as pointed out in the paper of the State Superintendent); and on the question whether instruction on the subject should be left optional with the school boards, or required by law. This discussion was participated in by Miss Hosford, Superintendent of Eau Claire county, by Professors Salisbury and Thayer, by Messrs. Rood, Sprague, Funk, T. F. Frawley, Beach, and Williams, and by Supt. Bast.

Supt. Roby, of La Crosse, then offered the following resolution, which was adopted:

Resolved, That it is the sense of this body, that instruction in the Constitutions of the United States and Wisconsin, should be placed upon the same basis in the common schools of the state as instruction in the History of the U. S.; and that the requirements for teachers' certificates should be the same in this, as in other branches.

Prof. Beck, of Platteville, read a paper on "The Relation of Schools to Public Health."

A discussion of the subject followed.

Mr. Sprague thought the study of physiology should not be technical but practical.

Pres. Bascom said that hard problems are necessary in school work, and cannot always be solved; that the teaching of physiology should not be discontinued, but the methods improved. Teachers should be able and willing to use their personal power and influence in teaching.

Dr. J. W. Hobbins, of Madison, said that much more care should be taken in regard to the health of pupils; that epidemics generally radiate from the schools.

Mr. Pradt thought that teachers should be prepared and required to give elementary, practical instruction in hygiene.

Prof. Rockwood said a manual was needed, to be placed in the hands of all teachers.

It was voted that a copy of Prof. Beck's paper be asked to be published in the JOURNAL OF EDUCATION.

Adjourned.

FRIDAY EVENING.

The Association was called to order at 7:45.

In the absence of Mr. Mac Alister, Mr. O. S. Westcott, of Racine, gave a lecture on "Scientific and Economic Entomology."

The chair announced the following committee on the legislation needed in regard to free high schools: W. C. Whitford, Sam'l Shaw, and C. A. Hutchins.

I. N. Stewart was appointed on the Exhibitory Committee, in place of M. T. Park.

Supt. Whitford reported the following resolutions on the death of Prof. S. H. CARPENTER, which were adopted:

Resolved, That we embrace this occasion to express our profound sorrow at the recent and unexpected death of our former associate, Prof. S. H. Carpenter, of the State University; and that we find anew, in this event, an impressive lesson

of our close dependance upon the Divine Power, and of our need of ready submission to all his dispensations as affecting our lives.

Resolved, That we bear full testimony to the thorough scholarship, the remarkable aptness in teaching, the superior mental powers, the catholic spirit, the eminent services in the cause of education, and the exalted christian integrity, of our departed friend as manifested in his career among us the past twenty-six years.

Resolved, That we tender our heartfelt sympathy to his bereaved wife, to the large circle of his afflicted relatives, and to the faculty and the students of the University, for the irreparable loss which they have sustained.

Resolved, That as an evidence of our appreciation of the character and labors of Prof. Carpenter, we invite Pres. W. D. Parker, to present in relation to him, a memorial address at our next Annual Session.

Respectfully submitted,

W. C. WHITFORD,
J. Q. EMERY,
A. J. HUTTON,
Committee.

The president, after a few remarks, announced the Association adjourned *sine die.*

W. H. CHANDLER, *President.*

A. A. MILLER, *Secretary.*

CONVENTION OF SUPERINTENDENTS.

The Annual Session of County and City Superintendents, Convened in the Assembly Chamber of the Capitol, in Madison, at 2 o'clock P. M., December 26, 1878.

State Superintendent Whitford was elected chairman, and Supt. Kennedy Scott, of Columbia county, secretary.

Roll call showed the following county superintendents to be present: John S. Dore, Clark; Kennedy Scott, Columbia; M. E. Norris, Crawford; A. R. Ames, Dane (1st district); M. S. Frawley, Dane (2d district); Miss Agnes Hosford, Eau Claire; Thos. C. Richmond, Green; Wm. A. Jones, Iowa; W. A. Walker, Manitowoc; S. A. Hooper, Ozaukee; H. S. Baker, Pierce; C. S. Sutherland, Portage; David D. Parsons, Richland; J. B. Tracy, Rock (2d district); J. T. Lunn, Sauk; Miss Betsey M. Clapp, St. Croix; Miss M. Brandenburg, Trempealeau; O. B. Wyman, Vernon; Fred. W. Isham, Walworth; John Howitt, Waukesha; L. L. Wright, Waupaca; and G. L. Williams, Wood.

The following city superintendents were also present: C. A. Hutchins, Fond du Lac; R. W. Burton, Janesville; C. W. Roby, La Crosse; Sam'l Shaw, Madison; and O. S. Westcott, Racine.

State Superintendent Whitford delivered an address, of which the following is a synopsis:

He alluded to the satisfaction which he felt in meeting so many superintendents at the convention. The officers of the State Teachers' Association, had very kindly arranged their exercises, so that the afternoons of two days could be occupied by this body. The Superintendent invited the freest expression of views in the reading of the papers, and in the discussion of the topics presented in them; and cautioned, at the same time, against any random or irrelevant debates.

He spoke of his interest in a portion of the subjects given in the programme, and desired to present, at the proper time, his views upon them. He testified to the uniform courtesy which the superintendents had shown him during the year, both in their correspondence and in their interviews with him. He had come to know more fully than ever, the real interest, the self-sacrificing zeal, and the intelligent work of very many of the superintendents.

The efficiency of the operations of the school systems in this state, is more dependent upon those who supervise the schools, than upon all other agencies. They have the power to impress immediately upon the public mind, the best views and methods of managing schools; and the Department of Public Instruction must rely mainly upon them in the introduction of needed improvements into our school system. They were earnestly urged to employ all the energies which they possess in harmonizing discordant elements, in informing the citizens of the provisions of the school law, and in familiarizing the teachers and pupils with any new ideas and modes of education. Many bright and ambitious young people can be encouraged to prepare themselves in our higher schools, to become our best teachers in the future.

A weak point in our system is the non-attendance of many boys and girls upon our schools. Of the children between the ages of four and fifteen years, 26 per cent. in the country, and 37.2 per cent. in the cities, were not enrolled in the public schools this year. Of the youths between fifteen and twenty years of age, 40 per cent. in the counties and 86 per cent. in the cities, did not attend school during that time. Compulsory education laws cannot well be enforced in this country. We must depend upon the personal efforts of our teachers and school officers in oevrcoming this great defect. It is gratifying to see that the superintendents are exercising more care in granting certificates to teachers. Nearly a thousand less teachers were qualified this year than last. In some counties, from one-half to two-thirds of the applicants were refused. The teachers should be induced, as far as possible, not to be satisfied with a third grade certificate. We have still a great surplus of teachers — over three thousand. This number represents a host of incompetent instructors, who reduce the wages to the lowest rates. The State Superintendent has advised many to raise the standard of examinations, and thus prevent so many poorly qualified teachers from finding work in our schoolrooms. In this direction lies the line of our greatest improvement.

The Superintendendent spoke of his great interest in the movement recently started to introduce a course of study into our ungraded schools. He rejoiced in the measure of success it already promises. He desired the county superintendents to explain carefully the points in the course to their teachers, and to press the value of such a course upon their attention.

Supt. J. T. Lunn read a paper on "The County Superintendent as a Lecturer," in which he advocated that county superintendents should arrange their work so that they could meet the patrons of the schools in the different towns of their counties, lecturing to them od educational topics, and thus come into closer relations with the people.

A discussion ensued, opened by Assistant Supt. Pradt, followed by Supts. Walker and Miss Agnes Hosford. These speakers brought out a number of very interesting points.

The next paper was upon "How to Secure the Co-operation of School District Boards and Patrons with County Superintendents." This was presented by Supt. J. B. Tracy, in a very satisfactory manner.

A discussion followed, participated in by Superintendents Baker, Hosford, Isham, Wyman, and Scott.

Supt. Walker believed that semi-annual reports distributed throughout the county, supply a real need. This practice was instituted in Manitowoc county some time ago; it was still followed, and he knew it was productive of good, as the reports were very generally read by the patrons.

Miss Clapp said she had been trying to interest school district officers in having them attend the institutes, and had generally failed. As to the superintendents talking to the schools, when making visits, she believed a few well timed remarks might be a lasting profit to the pupils.

Assistant Supt. Pradt, said that he was once a superintendent; that each of the instrumentalities mentioned, could probably be made useful in its place, but that each man had his individuality, and could work best in his own way; that the main thing was energy and faithfulness.

Supt. Whitford said he believed in sending out circulars, and in conducting educational columns in county papers. The county superintendents can exert a great influence upon the school officers, the teachers, and the world, by addressing them in well prepared lectures on matters of mutual interest.

FRIDAY, P. M., Dec 27.

Convention called to order by the President.

The following additional superintendents were present: John T. Flavin, Dodge (1st district); Ed. McLoughlin, Fond du Lac; and Chas. H. Sproat, Racine; also the following city superintendents: A. C. Wallin, Prairie du Chien; and Joseph Bast, Sheboygan.

Supt. W. A. Walker, spoke at length on the subject, "Is a Uniform Course of Study for Country Schools Practicable, and if so, Should it not be in Detail to be Efficient?" He said some of the advantages of such a course are: 1st. Teachers would know where to commence work, thereby saving much time. 2d. Sets of records would be kept, assisting in classifying the pupils. 3d. It would be a guide to teachers in arranging the work for the classses and terms. 4th. It would serve as a balance wheel, tending to make the pupils equally proficient in all branches, instead of making a specialty of one branch to the neglect of others. 5th. It would assist in the introduction of a system of examinations—a great help to county superintendents. One of the objections to the course as presented, was that the uniformity it would produce, tended to restrain individual independency; but it was claimed that the common school is intended for the benefit of the mass, and not to accommodate a few pupils; and what is best for the majority, is best for the school.

The discussion was postponed to allow Supt. Thos. C. Richmond to present his paper on "A More Uniform Supervision, and a Closer Relation Between County Superintendents and the Educational Department of the State Needed."

The paper was listened to with interest.

The discussion on the previous subject was then resumed.

Supt. Shaw, said that one of the great hinderances to the effective improvement of our county schools, was that the same county superintendents were not kept in office long enough to give them a chance to accomplish the work planned by them. He thought that the law should be amended so as to give these officers a longer term of service. Reading, spelling, grammar, geography, writing, and arithmetic were all that could be taught to advantage in the common country school, with the United States History and the Constitutions in a few of the more advanced schools. The course of study for the ungraded schools should be in detail, that all teachers might understand just what to do and when to do it, having the terms so arranged that more of the pupils might do more of the same work in the same length of time.

Supt. Bast, of Sheboygan, gave his personal experience as a teacher, which was highly interesting. He advocated strongly that the teaching of primary scholars should be without books. His remarks abounded with wit and humor.

Supt. Williams said he was in favor of a course of study in detail, and thought a committee should be appointed to report on the subject at some future time.

Supt. Walker moved that a committee of three be appointed, with State Superintendent Whitford as chairman, to take the matter into consideration.

The motion was carried, and President Parker, of River Falls, and Supt. Shaw, of Madison, were appointed the committee to act with the chairman. They were instructed to report through the JOURNAL OF EDUCATION, at as early a day as possible.

Supt. Walker offered the following resolution:

Resolved, That we, the Superintendents of the State of Wisconsin, believe that the subject of Constitution, both State and National, should be taught in the common schools, and that the teachers should be examined therein.

Supt. M. S. Frawley was in favor of this resolution, as he did not wish to see this branch thrown out of the list of the common school studies.

Supt. Scott favored the resolution. He thought that there was no other branch that did as much to enlarge the thinking powers of advanced scholars in the the common schools. He was astonished to find opposition to this study, because some taught it poorly. With equal propriety, we could make the same objection to any other branch.

Hon. David Taylor, of the Supreme Court, being present, was called upon to give an opinion on the subject. He replied that he came to learn, and as he had not been present through all the discussion, he would decline presenting any views on the subject.

J. H. Carpenter, Esq., Dean of the Law faculty of the University, was invited to make remarks. He responded on the subject by saying that he was decidedly in favor of the study of the Constitution, State and National, in our schools. It was an excellent thing for boys and girls, especially the former, to learn some of the provisions of law, to know the language of the Constitution, and the machinery of our government. He would go farther, and perhaps behind the Constitution, and teach the town and county systems of government. All of us, more or less, take part constantly in the working of these systems. If children learn something of this matter at school, they will desire to know more of it in after years.

President Parker was decidedly opposed to such a study, as pursued in its present form. He asked why, if it is such a good study, did the revisers of the statutes strike out the provision requiring teachers to be examined in it. Judge Taylor answered that the revisers, to his knowledge, had not stricken out the provision, but if it had been stricken out, it must have been the work of the Legislature. He was earnest in the belief that the Constitution should be taught in our schools. After some further discussion, the resolution introduced by Supt. Walker was adopted almost unanimously.

On motion of Supt. Scott, an executive committee, consisting of Superintendents M. S. Frawley, J. B. Tracy, and Fred. W. Isham, was appointed to act with State Superintendent Whitford the coming year.

On motion, adjourned. W. C. WHITFORD, *President.*

KENNEDY SCOTT, *Secretary.*

EDUCATIONAL NEWS.

THE DEPARTMENT of Superintendence of the National Teachers' Association, will hold a special meeting in the city of Washington, D. C., during the first week in February. The meetings of this body in Washington during the sessions of Congress, have always been productive of the very best results. The forthcoming meeting is expected to be larger and more influential than any of its predecessors. The leading educators of the country will attend it from the North, South, East, and West. Papers are expected from General Eaton, United States Commissioner of Education; Dr. Sears, of the Peabody Fund; Judge Strong, of the Supreme Court; Dr. Eliot, Superintendent of the Boston Schools; Dr. Philbrick, United States Educational Commissioner at the Paris Exposition; Mr. Apgar, Superintendent of Schools in New Jersey; Mr. Doty, Superintendent of Schools in Chicago; Mr. Orr, Superintendent of Schools in Georgia; Dr. Ruffner, Superintendent of Schools in Virginia; Prof. Walter Smith, of Massachusetts, and others. The discussions will cover the live educational issues now before the country. The proceedings will be so arranged as to bear directly upon the questions of strengthening the National Bureau of Education; the distribution of proceeds of the public lands for educational purposes, and others now pending in Congress. Programmes, giving in detail the arrangements for the meeting, and stating specifically the order of the exercises, will be published in circular form at an early day.

PROF. ROBT. GRAHAM writes as follows in relation to the Institutes held by him last fall. The remarks were excluded last month:

The term of work just closed, has, in some directions, been quite satisfactory.

1. The young people attending, have evinced a strong desire to do work.

2. The *order* and *regularity* have been good, probably a result from (1.)

3. The county superintendents have evinced a hearty desire to co-operate with the Institute Committee in putting the "course of study for elementary schools"

into practical operation. This alone, with the proper records accompanying, will increase the efficiency of the common schools exceedingly.

4. The lectures given by the State Superintendent have been practical, and and have largely stimulated thought. The outlook is encouraging.

CHANGES IN THE LAW RELATING TO THE UNIVERSITY.

The obsolete provisions in the law relating to the State University, have been omitted in the Revised Statutes, such as those which authorized Dane county to issue bonds for the purchase of the experimental farm; and those which defined the several funds accruing from the grants of the general government for the support of the institution. The State tax levied and collected annually to provide for the deficiencies in the University fund income, is made, like the other portions of the income, a perpetual appropriation. Power is given the University Regents to prescribe penalties and forfeitures to secure the care and preservation of the libraries, cabinets, museums, laboratories, and other property of the University. The increasing value of these essential auxiliaries, requires more stringent regulations in the supervision of them. The President has been deprived of the authority to remove, in the recess of the University Board, any employee or subordinate officer, not a member of the faculty, and to supply, for the time, any vacancy thus created; and he is made the executive head of only the instructional force in all its departments; instead, as heretofore, the executive head of the institution in all its departments. The unquestioned privilege is granted the Regents to confer upon the faculty the power to suspend or expel students for misconduct, or any other cause prescribed in their by-laws. This measure was secured last winter by the passage of an act in the Legislature, before the Revised Statutes were adopted. The State Superintendent is empowered to countersign the diploma of any graduate of the University, who has, after his graduation, taught successfully a public school in the State for sixteen months, and who furnishes the State Superintendent with proper testimonials as to his moral character, learning, and ability to teach. Any person holding such a diploma so countersigned, is deemed qualified to teach in any public school of the State, and his diploma is a certificate of such qualification until annulled by the State Superintendent.

Changes in the Law Relating to Normal Schools and Teachers' Institutes.

In the Statutes on these schools, there have been eliminated all specific directions for giving instruction in agriculture, the arts of husbandry, and the mechanic arts, as inapplicable to the Normal School work. The entire income of the Normal School fund has been placed at the disposal of the Board of Regents, by transfer to the Treasurer of the Board, and it is held as distinct and independent from the accounts as kept by the Secretary of State and the State Treasurer. This is similar to the law which governs the University income. The Normal Regents have the authority to confer upon the presidents of their

schools, the power to suspend or expel pupils for misconduct or other cause defined in their by-laws.

While two thousand dollars are still raised annually in the general fund of the State to aid the Teachers' Institutes, the specific purpose for which this sum has been applied, viz.: the support of Normal Institutes, has been abandoned. The money thus raised is now united with the five thousand dollars appropriated yearly by the Normal Regents for institute work, and the whole can be expended for general institute instruction. So the former distinction between the Normal and the common institutes no longer remains in the law.

The old provisions for a portion of the institutes to be held each two weeks or four weeks in length, have disappeared. The precise time in which any institute can now be held, is fixed by the State Superintendent, with the advice and consent of the Normal Regents. The Normal Institutes were each formerly conducted under the direction of a County Superintendent, assisted by such agent or agents as the State Superintendent appointed. Now, the State Superintendent, with the co-operation of the Normal Regents, employs all the agents to give instruction in all the institutes, and these agents have the direction of the institutes, under such rules and regulations for organizing and conducting them, as may be prescribed by the State Superintendent and the Normal School Board; and the county superintendents may assist these agents in the management and instruction of the institutes. The law in respect to the course of study pursued in these institutes, is now definite; and it requires this course to be uniform as far as practicable, and to be prescribed by the State Superintendent, with the assistance of such agents, but subject to revision by the board of Normal Regents.

THE subject of Educational Exhibits at County Fairs, was fully presented at the recent session of State Teachers' Association. Supt. Isham read a paper on the exhibit at the Walworth County Fair last fall, and Prof. Emery described the one at the Jefferson County Fair at the same time. Both of these fairs attracted great attention, and were highly satisfactory to the children represented and the people examining their work. Defects in the enterprise, comparatively new and untried in the State, were pointed out. Both counties have entered with greater zeal upon the labor to secure a full exhibit next fall. Their example could be followed with profit to our public schools by the other counties in the State.

THE State Teachers' Association appointed, at its Executive Ssssion, a committee to prepare the educational exhibit for the the annual meeting next July. Prof. Burton, of Janesville, made a valuable report on the subject, defining the character of the exhibit, and explaining the regulations for preparing it. Prof. Westcott, of Racine, who is responsible in a great measure for originating the movement, discussed earnestly and at length, the advantages of the exhibit. It cannot fail this year to be much superior to the one presented at Geneva Lake last summer. Let teachers, in different parts of the State, begin at once to make preparations for articles to be sent from their schools to the next annual meeting of the Association.

EDITORIAL.

THE Holiday Session of the State Teachers' Association, is never as fully attended as the Annual Session in the summer. The former originated some years since, with the meeting of the Executive Committee of that body for the transaction of business. The desire to give more careful consideration to many questions connected with our educational policy, than could usually be granted at the summer meeting, furnished another reason for the origin of the winter session. While this arrangement subtracts, without doubt, from the interest generally taken in the Annual Meeting, we do not question the propriety or wisdom of it. Often the subjects which the educators wish to bring before the members of the Legislature, which convenes shortly afterwards, are discussed and referred to appropriate committees for action. The need for recreation is not so imperative as during the hot days of summer, and the teachers engage in the public exercises and in the private consultations with more vigor.

More than the usual number of our educational workers were present at the last Holiday Session of the Association. The spirit and purpose of it were excellent. It has always been a marked feature in the gatherings of the teachers of the State, that no sectional jealousy and no partizan strife should find a prominent place in their proceedings. It was the same on this occasion. The lo heres and the lo theres, and some for this one and some for that one, have never appeared except in the most friendly attitude with each other. This fact has given the Association great strength. Its decisions are generally quite unanimous, and command the fullest respect of its members and of the public. Perhaps, some of the papers presented and the discussions following them, were not as striking as we have heard at other times. But the suggestions made were of an unusually practical character. Scarcely ever have the teachers carried away more points for reflection and for guidance in their work.

The president of the Association is to be congratulated that his programme, with a single exception, was strictly carried out. The time was all filled by the exercises presented, and nothing was hurried or slip-shod. The number who attended the evening lectures outside of the members of the Association, was quite small. This suggests the inquiry whether the winter meetings could not be made more profitable to the people of the State, if they should be held, like the summer ones, in different localities, where their exercises would be regarded as new and attractive. The daily papers of Madison published quite full reports of the exercises, and the hotels and the railroads made their usual reductions. These favors could be secured, without doubt, if the teachers should meet in the other large cities or in the prominent villages of the State.

There are certain leading questions which, in the present developement of our educational policy, need to come to the front on all such occasions. We do not complain that all these did not receive their due share of attention. Their importance may not rest with equal weight on all minds. Still it is well to keep them before those who create our public sentiment; and we, therefore, suggest a few

of them. Since the State has assumed the instruction of the children at four years of age in our public schools, is it not under obligations to establish speedily better methods for instructing and training these children? In the work of improving our rural and ungraded schools, what action should the State now take? Should a course of study for these schools be presented in mere outline, or in full details, and then left to the voluntary action of the teachers and school officers; or should it be enforced by legislative enactment? All the past educational movements of the State have discouraged the formation and continuance of private Academies; now, in what basis, as substantial and permanent, can the High School system be placed, so as to furnish the necessary secondary instruction? How can the evil, overshadowing almost all others, of the frequent changes of teachers in our elementary and graded schools, and of supervising officers in all departments of the State, be gradually but effectually abated? What general regulations can be enforced to prevent so large a number of inexperienced and incompetent teachers from being employed in our schools?

THE Convention of the Superintendents in the Holidays, was attended by thirty-two of their number — twenty-five from the counties and seven from the cities. Two afternoons were filled with the reading of unusually well written papers, and with animated discussions. In the latter, there were more pointed and careful statements than are generally heard. Three of the four lady county superintendents in the State were in attendance, and took prominint part in the exercises. We have never seen more earnestness and kindly spirit manifested by any other educational workers among us, than were seen in the members of this convention. The minutes published in this number, furnish an idea what subjects attracted the most attention, and what views on them were expressed.

IN THE April number of the JOURNAL OF EDUCATION, we noticed the Historical Atlas of Wisconsin, which had then just been issued. We alluded in words of high praise to the work. We have since used it largely in our office, and find it exceedingly valuable as a book of reference. It should be placed in all prominent schools? We understand that only about one hundred copies are left unsold in the hands of the publishers. As an enterprise, it involved the loss of nearly $20,000, so great was the cost of the labor and materials required to make it as complete and accurate as we find it. The senior member of the firm which published the book, Mr. Snyder, of Milwaukee, labored so ardently in preparing it, that he literally lost his life in the work. Mr. Van Vechten, of the same city, another member of the firm, is now closing up the business and disposing of the remaining copies.

ONE of the members of the Association well said that Miss Swarts' admirable paper on geography "was a revelation." The "possibilities" of the study, as set forth by her, are simply unbounded. It is true that not all schools can have teachers like the writer of this paper; but all schools ought to have teachers who can do a great deal more with this branch than hear meager lessons, well or ill

memorized as the child's capacity may happen to be, from a dry book. Geography, as a "description of the earth," is a platform upon which all natural science may be brought; a frame work upon which all the knowledge of teachers and pupils may be brought to view. It only needs the trained, intelligent, thoughtful, quick-witted teacher, to arouse all the enthusiasm of eager-minded youth by it; it only needs, in addition, proper method and proportion, such as should be set forth in the Normal Schools, and could be embodied in a suitable manual, to put all children in the way, not only of learning much of the world we live in, of its natural features, its products, its peoples, its life and activity, but of looking with observant eyes and thinking minds, in all after life, upon the world in its various phases, and in many instances becoming, in some chosen direction, as taste and aptitude might prompt, students and investigators. The average smart American, of the "Yankee" persuasion especially, is anxious to invent some labor saving machine; but there is a broader and nobler field for mind to traverse, and it is about time that American mind was turned in that direction. Miss Swart's paper is a credit, not only to herself, but to the Oshkosh Normal School and to the teaching force of the State.

And Prof. Kerr's paper is in just the right direction to counteract the tendencies that are in the way of living, intelligent, fruitful teaching. "Ruts" are made by the constant, monotonous movement of hoof and wheel in the same paths, and in the same line. Once made, it is difficult to keep out of them. Ruts in education should not be allowed. There should be intelligent purpose, but not mecanical monotony, procustean uniformity, servile imitation. One of the chief dangers to which educational work is exposed, in its present transitional stage, is that of being stifled by mechanism. The mind of a child can easily be dwarfed, deadened and made repugnant to books and all they mean, by this kind of teaching, and teachers can be converted into machines by insisting that they shall use only such and such books, speak by fixed formulas, follow slavishly, whatever the peculiarities of the school, a prescribed course of study and method of teaching. A certain degree of sameness is a necessary evil, in all our school work; that is, in all educational work which comprehends several minds in its purposes and processes; but as each child is a living organism, a complex of powers and capacities just like no other one, that idea of education is soundest, that process of education is best, which most fully recognizes, respects, and develops that individuality. God made the child and each child as it pleased Him. Let not man wantonly mar his work.

Mr. Desmond's article on "Ancient Irish Literature," is not only meritorious in itself, but a good sign for the University. It is pleasing to see college students going beyond the daily round of study and recitation in the prescribed course, and cultivating literature and science on their own account. Prof. Anderson has partly promised us something on the Ogham Inscriptions, which he thinks have, in some cases, been deciphered. If so, if the key has been found, then like the famous "cipher dispatches," they must still further yield up their meaning.

We should note, by the way, that the "University Press," which is now on its tenth year, is a constant and creditable evidence of the literary activity of University students. We are indebted to it for a series of extracts from Mr. Butterfield's very interesting and readable "Sketches of the University."

The extract from Prof. Johonot's book is one that may be read with profit by parents and school officers, as well as by teachers. We shall follow it with another extract or two. Each school district would be benefited by owning this book, *i. e.* if it was widely read and carefully pondered.

We have seldom seen the nail hit more squarely on the head than by the writer in the Canada *School Journal* on "Mistakes in Teaching." He evidently has observed the tendencies to these mistakes to good purpose.

THE UNIVERSITY AGAIN IN MOURNING!

Scarcely had the grave closed over the lamented Dr. CARPENTER, when it was announced that Death had suddenly claimed another victim — that Prof. NICODEMUS had followed his friend and brother to the unseen land. Thus in less than one short year, have three of the most beloved and useful of the teaching force of our State University been taken away —FEULING — CARPENTER — NICODEMUS!

WM. J. L. NICODEMUS was born in Virginia (near Hagerstown), August, 1, 1834. At the age of twenty, he entered as a cadet in the Military Academy, at West Point, and graduated four years later, in 1854. He was in the Utah Expedition, saw service in the New Mexican forts and in the Navajo Expedition, and on the breaking out of the Rebellion, he was promoted to a First Lieutenancy, and remained in service in New Mexico; was in the battle of Valverde, and was brevetted Major for gallant conduct, and subsequently made Colonel of the 4th Maryland Volunteers. He was afterwards in charge of the Signal Corps of the Army of the Potomac till the close of the Rebellion; he was detailed from the army in 1869, with the rank of Captain, for service in the Western University, at Pittsburg, and elected to the chair of Military Science and Civil and Mechanical Engineering in our University, in 1870.

His death was caused, immediately, we learn, from an overdose of laudanum, taken for *insomnia*, a trouble to which he had been subjected for some months, and resulting, we suppose, from an overworked brain. In this connection, the recommendation of the President of the University, in his recent Annual Report, of an increase in the instructional force, is most timely. The professors have, we suspect, all been overworked, and dearly has the penalty been paid.

We have not space, this month, to speak at length of Prof. NICODEMUS' ability and usefulness as a teacher; but he will long be remembered by the students who have enjoyed the benefit of his instructions; and by all who knew him, as a most valuable citizen — a most genial man. His funeral was attended on the 8th inst., from his residence and from St. Raphael's (R. C.) Church, in this city, by a large sympathizing concourse of students and citizens.

A SOLUTION.

[DR. CARPENTER was a steady contributor to the JOURNAL. We think he made it a point of conscience to do something in this way to aid in sustaining the publication. Well would it be for the JOURNAL, and for its readers, if the number of such contributors was larger. A series of articles entitled "Rambles in the World of Words," that has appeared on our pages during the past year, is one of the evidences of his varied and versatile scholarship.

His last contribution, which was in type awaiting his revision when the news came that he had gone from us to return no more, we give below. He has meanwhile solved a problem of more serious import — one that we all shall soon be called to meet.]

Among the questions in Algebra submitted by the last Board of Examiners for state certificates was the following: Granted that x^n-1 is divisible by $x-1$, prove that any number, less the sum of its digits, is divisible by 9. I have been requested to give a general demonstration of this question, and as I have never met with such a demonstration, I herewith give one:

Any number may be expressed thus:

$$ax^n+bx^{n-1}+cx^{n-2}\ldots.mx+p.$$

These terms may be also given thus:

$$ax^n=a\,(x^n-1)+a.$$
$$bx^{n-1}=b\,(x^{n-1}-1)+b.$$
$$cx^{n-2}=c\,(x^{n-2}-1)+c.$$
$$mx+p=m\,(x-1)+m+p. \quad \text{Adding,}$$
$$ax^n+bx^{n-1}+cx^{n-2}..mx+p=a(x^n-1)+a+b\,(x^{n-1}-1)+b+c\,(x^{n-2}-1)+c+m\,(x-1)+m+p.$$
$$\left.\begin{array}{l} ax^n+bx^{n-1}+cx^{n-2}\ldots.mx+p \\ -(a+b+c\ldots\ldots\ldots+m+p) \end{array}\right\}=\begin{array}{l} a\,(x^n-1)+b\,(x^{n-1}-1)+c(x^{n-2}-1) \\ \ldots\ldots\ +m\,(x-1). \end{array}$$

The right-hand member is divisible by $x-1$; hence the left-hand member must also be; but the left-hand member represents the number less the sum of the digits.

On the ordinary scale, $x=10$. S. H. C.

CO-EDUCATION.—The *Christian Union* holds forth as follows upon this subject; facts are certainly better than theories:

The best argument for any idea is its successful incarnation; one of the best arguments in the best country for co-education of the sexes is Michigan University, which combines in a fair measure the conservative thoroughness of the East with the radical progressiveness of the West. For the present school year, which opened two months ago, there are in all departments 128 young women. Of these seventy-two are in literature; forty-one in allopathic medicine; twelve in homœopathy; two in law, and one in dentistry. Yet is only three years since Michigan numbered the first young woman among her 500 annual university graduates. And as to scholarship and health, there seems to be no distinction of "sex in education."

NEW PUBLICATIONS.

RODERICK HUME. The Story of a New York Teacher. By G. W. Bardeen, Editor of the (N. Y.) School Bulletin. Syracuse, N. Y.: Davis, Bardeen & Co.

This capital story appeared serially in the *Bulletin*. That it goes to the mark, is evident from the fact that many a teacher in that State imagined that he or she was the prototype of this or that character introduced. It is a *genre* painting, as the experienced denizens of the school world will readily see, when they look upon it. To the overworked and harrassed teacher, we say, get the book, read it, laugh and be comforted.

STEIGER'S EDUCATIONAL DIRECTORY. For 1878. New York. E. Steiger. 320pp. 8vo. In cloth, $1.50; in limp cloth, $1.00.

This is a supplement or continuation of the Year Book for 1878, issued by the same enterprising publisher, and noticed by us in our August number. It contains a large, and we judge, tolerably complete list of Educational Institutions of the United States, British Dominions Germany, and Austria, and has a very full catalogue of publications on Education and General Philology, and of books and other articles of interest to educators generally; also, a subject-index to books, etc., and some special notices of private educational institutions. An appendix brings much of the information down to a recent date. This book is very valuable in its peculiar line.

ELEMENTS OF NATURAL PHILOSOPHY. By E. M. Avery, Ph. M., Prin. of E. High School, Cleveland, O. New York: Sheldon & Co. 456 pp. 12mo.

This is a fresh manual, prepared by a practical teacher, and strikes us with much favor. It covers just about the ground that can be gone over profitably in a good high school, and with a happy power of selection, brings out what is important and interesting, and omits what would but encumber. Numerous problems are introduced, from which selections may be made at pleasure.

DAVIES AND PECK'S COMPLETE ARITHMETIC. New York, Chicago, and New Orleans: A. S. Barnes & Co.

This book is the work of Prof. Peck, but based on the methods of Prof. Davies, with whom he was so long associated. It is an excellent manual, and with the Elementary, admirably covers the whole ground for common school purposes.

THE DOMESTIC MONTHLY for January is a capital number. Besides its fashion articles, which we don't pretend to understand, but which the ladies highly approve, this magazine contains a tempting repast in its literary department, and a large amount of valuable information in household matters. It is published by Blake & Co., 849 Broadway, New York, at $1.50 per year, inclusive of pattern premiums. Specimen copies, 15 cents. Now is the time to subscribe.

OUR subscribers will do well to read carefully the new advertisements of Harper Brothers, and of Ivison, Blakeman, Taylor & Co., in this number. Houses like these are quietly supplying the demand for "cheapened" text-books, and what is more to the purpose, *good* ones.

NOTES.

THE self-reporting system, after a trial of seven years in the public schools of Winona, Minn., has been discontinued.

SEWING is now being taught to more than 1,000 girls in the primary and intermediate departments of the public schools of Providence, R. I.

THE primary department of the Whitewater Normal School had 20 pupils enrolled last term; the intermediate, 29 pupils; and the academic, 69 pupils. The per centage of attendance averaged 96⅗.

THE Committee on Teachers in the Normal School Board appointed, Dec. 27th last, Prof. D. McGregor to act as president of the Platteville Normal School until the meeting of the Board, when the appointment will doubtless be made permanent. This is a high and deserved compliment, and the many friends of Prof. McGregor will sincerely congratulate him.

At the last general election, Supt. Bast, of Sheboygan, had the process of voting explained the day beforehand, in its details, to the pupils of the public schools of that city; and they are reported as taking great interest in the instruction. The regular ballots used at the polls were placed in their hands, and the nature of the several offices to be filled was understood by them.

AN American gentleman, who is teaching in the Imperial University, at Tokio, Japan, gives an interesting account, in a letter written to his friends in this country, of his crossing the 180° west longitude, in the Pacific Ocean, on his journey by the way of California. The account relates mainly to dropping a day in their reckoning, so that the forenoon of the same day was Thursday, and the afternoon was Friday.

AN exchange, in this state, speaks of Michigan University as having the largest attendance of students of any college in this country. Yet the number in the departments of literature, science, and the arts, which form the true college courses, is only 437, and 36 more than those pursuing these courses in the university of this state. The great majority of the students in the Michigan University are attending lectures in medicine and law.

ALVA STEWART, Judge of the Ninth Circuit Court of the state, has decided, in the case of Prof. C. A. Burlew, of Montello, that neither the county judge nor the court commissioner has the power to grant an injunction to restrain the principal of a high school in opening and conducting the school under the directions of the board of education. The injunctional order against Prof. Burlew was dissolved, and he was released from punishment of contempt in disobedience to the order.

THE State Superintendent has appointed Pres. Duncan McGregor, of Platteville, Prof. Geo. W. Peckham, of Milwaukee, and Supt. James T. Lunn, of Ironton, Sauk Co., as the Board of Examiners for State Teachers' Certificates, for the present year. Prof. McGregor takes the place of Prof. S. H. Carpenter, deceased, as the chairman of the Board; Prof. Peckham served on the Board last year; and Mr. Lunn, who passed a superior examination for a full state certificate in 1873, represents, on the Board, the county superintendents.

THE La Crosse County Teachers' Association held an interesting session at West Salem, Dec. 14th, and made arrangements, after electing officers, for the ensuing year. The leading teachers of the county, outside of the city of La Crosse, are members of this body, and spare no pains to prepare themselves for their work. They have instituted a course of lectures at West Salem, and the avails of which are used in furnishing a library for the association.

PROF. M. T. PARK, of the Oshkosh Normal School, has resigned his position in that institution, and assumed the charge of the Walworth County Independent, published at Elkhorn. He was engaged for several years as the principal of a ward school in the city of Racine, and held the place of director of the Practice Department in the Oshkosh school for nearly four years. He has been very successful as a teacher,—winning especially the good will of his pupils and the esteem of his associates in the state Two years since, as it will be remembered, he served with great acceptance as the president of the Wisconsin Teachers' Association. He has had, for a long time, a desire to find a suitable situation as the editor of a paper. He will carry his interest in public education into his new work; and will aid, in many ways, by his counsels and sympathy, the schools of Walworth county.

THE winter term of Carroll College, Waukesha, opened the 6th inst. The fall term is reported as having been prosperous — the students making excellent progress in their studies.

The recent decision of our Supreme Court, in the Burton-Burpee case, has been noticed very favorably in a large number of the educational periodicals of this country. It was published entire in the Pennsylvania School Journal of last month.

LAKE GENEVA Seminary continues, this year, in the care of Mrs. Julia A. Warren, assisted by seven teachers. The attendance of students the fall term was about fifty. The school has three main departments — those of literature and science, of music, and of art. In the last, special instruction is given in drawing and painting.

THE graded school at Waupaca is succeeding admirably under the charge of Prof. C. M. Gates. He writes that he has never been better situated. His wife, a former teacher in Green Bay, is engaged in one of the departments. The school board have lately adopted a new list of text-books.

MISS CARRIE G. LONG, who has been in charge of the intermediate department of the graded school at Sun Prairie, and who was a former popular teacher in the Edgerton school, was married, on the 3d inst., to Lyman A. Moore, of La Crosse. They remove at once to Mankato, Minn. Mrs. Moore's place at Sun Prairie is filled by Miss Emma R. Salisbury, of Whitewater.

THE State Teachers' Association of Iowa lately adopted, with enthusiasm, it is said, the resolution, "That the use of tobacco by a teacher is greatly destructive of his moral power in the school." What would be the vote on such a resolution in the teachers' associations of this state?

THE telescope for the Washburn Observatory at the State University is expected soon. It has an object glass fifteen and a half inches in diameter. The makers of the instrument, Alvan Clark and Sons, of Cambridge, Mass., say it it is the finest, in all respects, they have erected in this country. It will cost, placed in position, $10,400.

THE State Treasurer of Minnesota reports, this year, the receipt of $25,524.89 from the county treasurers for the School Text-Book Fund. This sum is estimated to be one-seventh of the entire cost of the text-books purchased during the year for the pupils in the public schools of that state.

AN active teacher in the state writes as follows: "One of the best features of our WISCONSIN JOURNAL OF EDUCATION — I say "our," because I believe every teacher in the state should, at least, feel enough personal interest in the JOURNAL to subscribe for it—one of the best of its many good features is the collection of notes which it monthly contains."

AN attendant upon the Iowa State Teachers' Association writes that "Prof. Robt. Graham was there; and, in his strong, straightforward way, spoke of the normal institute work. He pointed out plainly the dangers incurred by having tares sown instead of wheat, until each one felt that he would rather not be adjudged a sower of tares in the educational field of Wisconsin, where Mr. Graham is an institute manager."

THE Chicago Board of Education have invited the various school boards and educational associations of the country to co-operate with them in securing a reform in English spelling. They have adopted the memorial of the American Philological Society to Congress. This was signed by the members of our own State Teachers' Association last summer, and quite numerously by the teachers at our institutes this fall. The Text-book Commission of this state will submit an elaborate and practical report, on this subject, to the legislature this winter.

THE superintendent and the teachers of Kenosha county are certainly very active this winter. A recent number of the Kenosha Telegraph contained three notices of teachers' meetings held in different parts of the county. Such subjects as the following were discussed: "Rhetorical Exercises should not be introduced into the Common Schools;" "Proper Methods of Conducting Class Exercises in Reading;" "The Growth of the English Language from the Anglo-Saxon;" "Longitude and Time;" "Rivers;" "School Government;" "A Compulsory Education Law." Supt. Mahoney and Prof. Hosea Barnes took prominent parts in the discussions.

THE town of Middleton, Dane county, has set an excellent example to many other towns in the state. It has established a free high school, in which the advanced pupils from all the school districts of the town can receive instruction in the higher branches. This school is located at Middleton station, and was opened the last Monday in December, under the charge of Prof. C. E. Buell, a graduate of the state university at the last commencement. Great credit is due ex-Senator R. E.

Davis, who resides in the town, for his influence and labors in effecting this result. The county superintendent, M. S. Frawley, has rendered efficient aid.

SHEBOYGAN county has four graded schools of three or more departments, at Sheboygan, Sheboygan Falls, Plymouth, and Glenbeulah. In the summer of 1875, there was a vacancy in the principalship of each of these schools. These we e filled by L. D. Harvey, at Sheboygan; B. F. Anderson, at Sheboygan Falls; W. J. Brier, at Plymouth; and Thomas Brown, at Glenbeulah. Since that time, no vacancy has occurred in any of these schools, except at Glenbeulah — Mr. Brown being obliged to resign on account of ill health. His place was filled by Mr. J. T. Morin, the present principal. Mr. Harvey is a graduate of Milton College; Mr. Morin, a graduate of the shorter course in one of our normal schools; Messrs. Anderson and Brier, both hold life state certificates.

R. W. DALE, of England, who has made a thoughtful study of the schools of this country, speaks of a grave defect of our system, as follows:

"But the whole scheme of education for boys over ten years of age, who are to go to a university, ought to be different from that which is intended for those who are to leave school at fourteen or fifteen Boys destined for the university should begin some subjects at eleven or twelve, which it would be waste of time for them to touch if their education had to close in the course of two or three years. On the other hand, boys who are to go into business as soon as their elementary education is finished, should be taught some things in a popular and scientific way, which boys who are going to the university must be taught more thoroughly."

A more careful inspection of the high schools of the west, particularly of this state, would have shown him that the instruction in the mathematical and physical sciences is given primarily, with the view of aiding those who will never seek university training.

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WISCONSIN

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RELATION OF SCHOOLS TO PUBLIC HEALTH.

[Paper read before the State Teachers' Association, Dec. 27, 1878, by Prof. Geo. Beck, of the Platteville Normal School.]

Twenty thousand lives and two hundred millions of money are part of the estimated cost of entertaining yellow fever, three months last season, in the valley of the Lower Mississippi; and this, we are told on good authority, was largely or wholly preventable.

It is true that such terrible visitations are not without some good results, one of which is the development of that genuine sympathy which manifests itself in earnest and self-sacrificing efforts for the relief of those who suffer. Another is that spasm of inquiry which would know the cause, and perhaps lead to some attempts, more or less rational, to turn aside the impending evil.

In our own state, small pox, diphtheria, scarlet fever, and other contagious and epidemic diseases carry away every year a large number of our people, whose lives are almost entirely in their own power, or that of their neighbors; yet so careless are we in regard to our health, that we allow matters to take their uninterrupted course, till the twinges of pain admonish us personally, or the stalking pestilence alarms the community.

Of the value of health nothing needs to be said. Not only is its possession absolutely essential to that thorough enjoyment of living which all ought to feel, but it is equally necessary to the most economical performance of all life's work, of whatever kind. Ill health bears down upon us with terrible force, and with it we enter for life's race not only handicapped but hoppled. It is the unlubricated bearing, the slipping band, the broken cog, the missing wheel in

life's machinery, which interferes so painfully with its efficient working. Yet how few do we see who are perfectly healthy.

Is this because health is really the privilege of the few, or is it within reach of the multitude? Health means soundness or wholeness, and includes everything, mental and physical, that enters into the life of a perfect human being. Public health is only the aggregate of individual health, that aggregate into which your health and mine enter, so that the conditions affecting the health of each individual are the conditions of public health.

I firmly believe that by a reasonable observance of hygienic laws, such as, in spite of many unfavorable conditions, might readily be practiced by most of our people, a large proportion of the ill health now prevalent would soon entirely disappear; while another portion, being a heritage from generations past, will be eradicated only by the intelligent efforts of generations to come.

It is estimated that there are in this country 80,000 physicians, pharmaceutists, and dealers in patent medicines, all of whom depend for support upon the maladies of their fellows. Every candid physician will readily admit that his practice might easily be diminished at least one half, by intelligent modes of living on the part of his patients.

In view of these and many other correlative facts, it would appear that the schools are the source to which we may reasonably look for some relief. I am aware that it is the custom of every hobbyist to ride full tilt into the common school, and to demand there "entertainment for man and beast." I am sure, however, that no one will deny or doubt that there is a very intimate relation between schools and public health. A large portion of our people spend there a considerable part of their lives, and that at a period when the conditions affecting health, present and future, are peculiarly potent, so that this becomes an important and serious consideration.

It has been vigorously asserted that there exist in the school itself conditions which are making havoc with the health of our pupils, and these warnings come from so many and such respectable sources as to demand our thoughtful attention. It would not be strange if some of these are false alarms, but an intelligent and candid investigation will, I think, convince any person that when all such are eliminated, there still remains much that ought not to be true. If, during the years of school life, the foundations of sound health are securely laid, the chances are decidedly in favor of a stable superstructure.

On the other hand, it is in these years, and too often in the school room itself, that the seeds are sown and nourished to a vigorous growth, which make good health in later years a deplorable impossibility. We can not, nor would we, teach medicine in the common schools, but every teacher, before he is qualified to stand before his pupils in that capacity, should possess such a knowledge of hygienic principles and their practice and application, based upon an intelligent acquaintance with anatomy and physiology, as will enable him by precept and example to guide them toward correct modes of living. But says some one, "I would not teach a child to be always watching his symptoms." Nor would I, yet the remark is more pert than pat.

If I own a complicated and costly machine, and employ a person to operate it, I expect him to know how to keep it in the best working order, and to watch its symptoms so closely as to detect at once any defect in its working, and to direct or apply the proper remedy. And is the human body of less importance than any combination of wood and metals? Perhaps, I can best illustrate what I wish to present by specifying some of the definite knowledge that the teacher should know and teach.

He should know and teach that confined air is vitiated by respiration and other exhalations, so that, unless constantly and rapidly changed, it becomes a means of blood poisoning, by which disease is introduced, vitality diminished, and the whole system rendered less able to resist attacks from other sources. He should know the best means at his command for securing proper ventilation, and these will too often prove entirely inadequate. Except under specially unfavorable circumstances, those in open air find no difficulty in this direction, but the moment we enter our houses, we are environed by entirely different conditions, and in most instances a full supply of pure air, at all times, is almost or quite an impossibility, whether in shop, store, factory, church, prison, hospital, school, or dwelling. It can not be secured without special means for regulating temperature as well as supply, and I am exceedingly doubtful whether any efficient house ventilation has yet been devised which does not include both of these.

Yet I would not, on this account, discourage in the least the faithful use of the imperfect means at hand, for this may at almost any time produce a vast improvement upon existing atmospheric conditions. It seems reasonable that of all buildings for human occu-

pancy, those intended for the education of the coming citizenship of the State, should provide for the most thorough and efficient ventilation. Yet how rare a thing is a perfectly ventilated school room.

The teacher should know and teach that pure water is as necessary as pure air, and as liable to contamination; that bad water is probably a direct cause of more sickness than almost any other agent. He should be able to give directions for the detection and prevention of contamination, and should enforce the importance of thorough drainage, by which the substances poisoning both air and water are rendered harmless, and even beneficial as fertilizers.

He should know and teach the proper purposes and qualities of clothing, so that it may secure at once health, comfort, and convenience. He should know and teach the conditions that produce and foster contagious and epidemic diseases, and the precautions to be used for their prevention and eradication. He should know enough of the nutritive system and its functions to give practical directions in regard to food. He should know and teach that starving the stomach does not nourish the brain, and that good digestion is essential to perfect cerebration; that mental health depends upon physiological conditions, and though the body is to be kept in subjection, it is not to be constantly crucified.

He should know that bad habits of position, and improper arrangement of light, result in crooked spines and defective eyesight; that loss of sleep is a severe drain upon vital force, and that late hours and habits of dissipation, leading to this, are incompatible with the best results, physical or mental. He should know, and teach by example and precept, that alcohol and tobacco are injurious to the immature constitution in its normal condition, and that their habitual use should always be avoided. He should know and teach that physical and moral cleanliness is not *next* to godliness, but *is* godliness.

He should know and teach that undue mental work detracts from bodily growth, and that mind and body should develop together. He should know and teach that severe study or other mental work does not kill, provided it be not continued to exhaustion, or imposed upon abnormal physical conditions. He should know that for school children eight to twelve hours each day of mental application involves far too great a strain, and he must not be surprised if under it the constitution should snap.

He should know that constant excitement or worry on the part of the teacher or pupils is dangerous. He should know that severe and

long continued physical exercise, added to the weariness of mental exertion, is exhausting and not invigorating.

He should know that many diseases are to be avoided, and even inherited tendencies may, by proper hygienic observance, be overcome.

He should know and teach that the lower passions and appetites are to be held in strict subordination to the higher moral and intellectual faculties.

He should know, and in all his work should teach, that the mental and physical power of this age is a legacy bequeathed to coming generations; that the future of the nation depends greatly upon the health of the people, and to this the public school must contribute.

"THE RELATION OF SCHOOLS TO PUBLIC HEALTH."

The able paper, with the above title, read at the Madison meeting, set me to thinking of the condition of my own school. In the High School department, fully thirty per cent. of the pupils are near-sighted. Of the graduating class of last year and that of this year, fifteen in all, six, that is forty per cent., have been interrupted in their course by some optic disease. I think I am safe in saying that forty per cent. of the pupils, on proper examination, would be found with some defect of vision. This condition, so unusual in my observation, must arise from the physical conditions of the vicinity, the peculiar habits of the pupils, or the arrangement and finish of the school buildings. To determine the causes producing this result, some expert occulist should examine the pupils and their surroundings. The effects should be followed to their causes, and the causes removed.

Who so fit to do this thoroughly, as the State Board of Health? They have done good work in tracing disease to impure water. They have aroused public attention to an evil, lurking about our very doors. Why should they not try what they can do for our public schools? There is reason why our pupils so often graduate with ruined health; why so many have to stay away from school to recuperate; why our teachers grow nervous and old before their time. Let us have this subject worked up, that the children may not be weakened when they should grow strong. I. N. S.

Berlin.

SELECTED.

SKETCHES OF THE UNIVERSITY OF WISCONSIN.—VI.

PROF. JOHN B. PARKINSON.

In the year 1867, John Barber Parkinson, A. M., was elected to the chair of mathematics in the University. He was born near Edwardsville, Madison county, Illinois, April 11, 1834. In 1836, his parents removed to Wisconsin, and settled upon a farm near Mineral Point, where the son received only such advantages for an education as the newly settled country afforded. After becoming well grounded in the primary branches, he entered, at the age of sixteen, the preparatory department of Beloit College, Wisconsin, where he continued nearly two years. In the spring of 1852, his father having fitted out an expedition for an over-land trip to California, he was placed in charge of it. After five months spent on the plains and and three years in the mines of California, he returned home.

In 1856, he entered the University of Wisconsin, where, four years afterward, he graduated with the highest honors of his class. Subsequently, at the beginning of the winter term of the eleventh university year (1860-61), he was appointed tutor by the regents, continuing in that office until the middle of the first term of the next university year, when he resigned, to accept the office of superintendent of schools of La Fayette county, Wisconsin, to which he had been almost unanimously elected. In 1863, the regular nominee of the Democratic party in Wisconsin for State Superintendent of Public Instruction having declined to run, Prof. Parkinson's name was placed upon the ticket by the Democratic State Central Committee; but, at at the ensuing election, he was defeated; as the Republican party, at at that date, was largely in the ascendancy in the State. He was the regular nominee of the Democrats in 1865, for the same office, but was again unsuccessful for the same cause.

In 1866, under the law reorganizing the University, he was appointed by the governor one its regents. This position he held one year, when he was elected, as before mentioned, to the professorship of mathematics in the institution,—holding that office and having, for most of the time, charge of the department of civil polity and political economy, until the spring of 1873, when his chair was

changed to that of civil polity and international law. He continued his connection with the University — the first of its graduates elected to a full professorship — down to the year 1874, when he resigned.

In 1871, Prof. Parkinson purchased a fourth interest in the *Madison Democrat*, and was for a short time upon its editorial staff. During the same year, he was chosen chairman of the Democratic State Central Committee. Both these positions he resigned at the close of that year. Upon his resignation as professor in the University, he resumed his place as one of the editors of the *Madison Democrat*. He continued in that relation until 1876, when he was again elected to the chair of civil polity and international law in the University, which office he still occupies. During the same year (1876), he was chosen president of the Wisconsin state board of centennial managers.

Prof. Parkinson's style of writing is clear and forcible, simple and concise. It exhibits pruning and trimming, — characteristics of culture. His views are apt to be correct; and they are enforced with a vigor quite refreshing to the reader. Although he has not written much, yet he has certainly written well. He is free from pedantry and from a pompous building up of words, overwhelming the sense. His periods are usually short; his thoughts, lucid; his reasoning, conclusive. Take this paragraph from his "Political Economy and some of its Perplexities":—

"Political Eeconomy has nothing to do with the questions of moral right, but rests back upon the expedient and the useful. It favors morality, but does so because morality favors production; it favors honesty, because honesty is favorable to exchange, and is, in every sense, the best policy. Moral science appeals to an enlightened conscience, and certain conduct in approved because it is *right*, or disapproved because it is *wrong*, and for these reasons only. Political economy appeals to an intelligent self-interest; and exchanges go on because they are mutually profitable, and for no other reason."

In a paper read before the Wisconsin State Agricultural Convention, in February, 1873, on "Production and Consumption, Demand and Supply," he said:

"While human society shall last, and human nature remain unchanged, there will always be grievances to meet and wrongs to be righted. No age or nation has ever yet escaped this demand upon it, and none need hope to do so. The same impulses and imperfections in human nature which made the necessity for law and government in the beginning, still exist; and every step in the march of civiliza-

tion, like a new turn of the kaleidoscope, presents a new phase of relationships and dependencies. To adjust these properly, they must be understood; to study them aright, prejudice and passion must give way to sober reason and sound judgment." This is as faultless in style as it is profound in thought.

Prof. Parkinson has prepared courses of lectures upon international law, and English constitutional law; also partial courses upon American constitutional law and political economy. None of these have been published. His first lecture on international law, has this logical and well written beginning:

"Man is by nature a social being. God willed society and the state. Man's inclinations and desires, physical and moral, irresistibly impel him to associate with his kind. Not only is society necessary for his highest and most perfect development, but necessary for the very existence of the race. But society, whether savage or civilized, necessitates some sort of government. Man is so constituted as to feel more intensely that which affects him directly than that which affects him indirectly. If this principle of man's nature were not checked by some controlling power, it would lead to conflict between individuals and to general discord and confusion. This controlling power, wherever vested, and by whomsoever exercised, is government.

"Government, then, is necessary for the existence of society; society, for the existence of man and for the perfection of his faculties. Government had its origin in the two-fold constitution of man's nature,— his sympathetic or social instincts, constituting the remote, and his individual or selfish impulses, the direct or proximate occasion. But human governments must be administered by men. The same principles of our nature that make it necessary for government to exist, also make it necessary to place restraints upon the agents who administer it. Hence the necessity of a constitution. As government stands to society, so constitution stands to government. As the end for which society is organized would be defeated without government, so that for which government is established would be defeated without some sort of constitution. Government seems rather of God's ordination, and constitution of man's contrivance. Now, as God has willed the mutual intercourse of individuals, so has he willed the mutual intercourse of independent states. As the individual attains his highest development through the aid of society and the state, so the state itself, which is but an organized aggregate of individuals, may attain its highest development, and accomplish most nearly the

end of its existence, through the instrumentality of the society of the nations. But the same tendencies which make government necessary to control the individuals in their social and business relations, also necesitate some restraint upon independent states in their intercourse with each other. The instrumentality through which this restraint is exercised is international law."

Prof. Parkinson is a forcible speaker and a successful instructor. His clearness in illustration and earnestness of manner, give to his efforts as a teacher not only a happy effect, but a distinctive character. —C. W. BUTTERFIELD, in the *University Press.*

DUTIES OF TEACHERS TO PUPILS.

1. To know that a pupil's true education is a *growth* consequent upon the proper exercise of all his faculties.

2. To know that growth and discipline come through the acquisition of useful knowledge.

3. To know that neglect, mistakes, blunders, or carelessness on your part are disastrous to pupils and most difficult to remedy.

4. To remember that children are children, and need assistance in many ways, but that the most valuable work for a pupil under wise guidance is the work which he does for himself.

5. To be ever thoughtful of the *future* of your pupils, and to make all school work and discipline such as will be of lasting service to them.

6. To remember that what a pupil grows to *be*, is of more importance than what he lives to *know*.

7. To make yourself acquainted with the home influences affecting your pupils.

8. To know as fully as possible the past history of each one of your pupils.

9. To make yourself acquainted with the moral, physical, and intellectual natures of your pupils, in order that you may be able to teach and manage every one according to his nature.

10. To talk to your pupils in a natural tone of voice.

11. To commend your pupils for all earnest work and effort.

12. To teach your pupils *how* to study.

13. To teach and inculcate the virtues of good order, system,

method, promptness, industry, punctuality, and strict attention to business.

14. To teach the value of time and its improvement.

15. To teach the ways of getting knowledge.

16. To teach the reasons for and the value of good order.

17. To keep pupils up to time in their grade work.

18. To introduce as much *variety* as possible in work, and to keep pupils *busy*.

19. To attend to the physical training of your pupils, and to see that they take proper positions when sitting, standing, or moving about the school room.

20. To teach pupils how to take care of their property.

21. To inspire your pupils with enthusiasm in the pursuit of knowledge.

22. To implant in pupils aspirations for all attainable excellence.

23. To encourage a cheerful spirit in all school work.

24. To require nothing of a pupil that there is a doubt of his ability to do.

25. To notice all faults in manner, conduct, and language, and kindly correct them.

26. To understand thoroughly any complaint against a pupil before acting upon it.

27. To guard against threats and promises which lead to so much embarrassment.

28. To aid and encourage dull and unfortunate pupils.

29. To permit no pupil to make the discovery that he can annoy you.

30. To make no mention of former faults or irregularities that have been settled.

31. To be *just* and *impartial* in all your dealings with pupils.

32. To keep your school room at the proper temperature and well ventilated.

33. To avoid sarcasm or epithets that would wound the feelings of a pupil.

34. To avoid all allusions to the social relations of pupils and parents.

35. To expend your energies in teaching what your pupils do not already know.—SUPT. DOTY, *of Chicago.*

ONE bad example spoils many good precepts.

A WORD FOR OUR SPOKEN ENGLISH.

English Grammar is taught in our schools, and, ostensibly, that the pupils may learn to use good English, or, as the old grammars have it, "to speak and write the English language correctly."

Whether the means thus used will, or can, compass the end proposed, we do not intend to consider here, although the question is one of no slight importance. We do propose, however, to put in a plea in behalf of the first, and, in some respects, major object set forth in the old formula — learning to *speak* the English language correctly.

Good English is, of course, good English, whether spoken or written. But, certainly, spoken English comes naturally first in the order of art, and, on some accounts, is no less first in the order of importance. However this may be taken by our readers, we shall venture to affirm that a fine-speaking English scholar is a rarer and more perfect specimen of culture than a fine writer. To all the other excellences—excellences which are common to both, he must add one that belongs to the spoken tongue alone, one that depends on a finished culture of both the ear and voice — a pure and perfect *pronunciation.*

Now there are special difficulties hedging about the work of acquiring a pure pronunciation. The finest sounds can rarely be set forth by phonetic signs or typical words, for the signs must be interpreted by words, and the words are sure to be interpreted by the local use. The living teacher is, besides, often both unconscious of his own errors in pronunciation from want of a fine ear, incapable of detecting the true sound when it is represented to him. Hence, numerous and gross errors not only pervade the popular speech, but are present in the daily utterances of the school room, ever corrupting the vocal body of our spoken English.

Now, we are moved to ask, whether this matter of pronunciation should not receive a more complete and positive attention in the school room? Is it enough to give heed to it only as it happens to be associated with oral spelling and reading? Ought it not to take its place in a *specific daily* exercise? Ought not that large body of words, currently mispronounced, amounting to some three thousand or more, to be taken up *seriatim*, and made a careful study, by both teachers and pupils? The substitution of written for oral spelling tends to prevent practiced pronunciation on the part of the pupil; and reading can only bring the pronunciation of these words into the field of practice, and

then only to their partial obscuration by other matters. Besides, the mispronunciation of words becomes an unconscious habit, and is hence a more inveterate evil than even false spelling. It can only be rooted out by a most definite and decisive practice. Why not have pronunciation distinctly and regularly taught? — *Exchange.*

"MYOPIA IN THE PUBLIC SCHOOLS."

Some months ago this Journal called attention to a paragraph from the New York *Tribune* beginning with the above words — a paragraph well worthy the attention of every teacher. Probably most of our school buildings as they now are, cannot be used without more or less injury to the eyesight of pupils. Too much cannot be said (if it be all truth) in advocating their improvement.

Teachers ought to instruct their pupils as to the proper use of light, and to warn them against using their eyes in reading, writing, sewing, etc., with insufficient light, and especially twilight; they should show them the importance of holding the book so that a line from the eye to the word shall be perpendicular to the page and the letters thus prevented from being foreshortened and appearing smaller and less distinct.— Teachers ought also to make publishers understand that they object to the beautiful but injurious gloss that is nowadays often found on the paper of our school books. The glitter which it produces over the words makes the reading of them difficult and taxing to the eye.

But have the investigations in this matter gone quite far enough? It seems to be too much taken for granted that the public school is the only place to look for the sources of myopia. Let us have some statistics as to how many of these short sighted pupils habitually read the abominably printed matter of our daily newspapers, or of the "blood and thunder" story papers and other sorts of cheap trash, abominable in more ways than in the quality of its print. Let us have statistics as to how many pupils are constantly injuring their eyes by straining them by gaslight or lamplight over those injurious combinations of fine print, blurred letters, and dark straw paper. For it is a noticeable fact that the poorest type is put to the poorest paper with the poorest press work mainly in producing these publications. After some investigations of this kind we shall be better able to decide how much of the evil is really caused by the public schools."— A. G. B., *in the National Teacher.*

A SERIOUS ERROR.— In the practical work of the school room, there is no mistake more serious than that teachers should look with good-natured patience on mistakes in the fundamental rules of arithmetic. How often do teachers hear, "Oh, it's only a mistake in the multiplication!" It is this kind of work that gives the outside world the impression that our schools are inefficient. And is the world far from wrong? If our boys and girls cannot be so trained, that in the simplest and by far the most common of all arithmetical operations, accuracy shall be the rule, and error the rare exception, instead of the reverse holding true, then, what in the name of common sense are we doing?

The conclusion is a mortifying one that not in arithmetic only, but in all school work, in the most serious after-work of life, "mistakes" are regarded with too much patience, too much good-nature, and are condoned far too easily.

We do not intimate that teachers are wholly responsible for this. But we do insist that, as far as lies in their power, they shall take their stand for perfect accuracy in all things; shall have no mistakes — not even "in multiplication,"— no "slips of the pen" without regarding the error as serious as can be committed. We believe the result will be for good only. School life reacts upon the busier, more heated, and more important labors of riper years. When that time comes when our merchants will no longer say that "public school-boys can't be trusted to add up a column of figures," then we may depend upon it that our boys will be found more correct in other things than figures.—*Pacific School and Home Journal.*

SOME HINTS TO TEACHERS.

NEWSPAPERS IN THE SCHOOL-ROOM.— Carefully selected articles to be read by both teacher and pupils are of great benefit to reading classes, not only for variety in the reading exercise itself, but a vast amount of general and useful information may thus be laid up which will go far toward making up a good solid education. Important subjects of the day may thus be taken up, reviewed and discussed, and the result reproduced in weekly compositions by the class.

MANNERS AND DEPORTMENT.— Amongst the many duties of the teacher is the cultivation in his pupils of a strict regard for good morals and correct deportment. This may begin with pupils in their con-

duct to one another in mutual intercourse at school, their general demeanor towards the teacher and those whom they may chance to meet on their way to and from school. He should ever commend an act of generosity, kindness, or politeness in a pupil, when it comes to his notice, but not personally before the school, for commendation is not the object so much as principle. A pupil must not be led to do an act of generosity or kindness for the sake of the commendations it may bring. They are many who are rude and unmannerly on the streets, boys not only, but girls too. These should be reached by their teachers, taught and reformed by daily lessons on good manners. A case in hand can often be treated in this manner and reached indirectly, without holding up the offender to ridicule and disgrace, who will heed a timely lesson and look up higher. Do not condemn; rather encourage to reform; and let all punishment for bad conduct have a close logical connection with the offence.

CLASS RECORDS — Should stimulate pupils not to have good recitations simply for the mark on record, but they should be a source of encouragement to put forth their best efforts in their every day school-work for the benefit of what they thus do for themselves and the knowledge they obtain. Value knowledge gained, for itself, rather than strive for class standing, in constant rivalry, with that object alone in view.

WRITING.— 1. Copies at the head of the page occasion in the average writing of pupils each successive line to look less like the original; pupils pattern after their own last line, hence the incorrectness of the lower lines.

2. Copies of easy words should be written correctly on the blackboard by the teacher.

3. Pupils should be allowed to write on the blackboard occasionally. Most pupils are deficient in blackboard work. Too little board work in the schools.

4. Young pupils should not be taught much of principles or analysis, but should have correct models to copy and do it correctly.

5. Give attention to correct position and pen holding.

6. Require free and ready movement from the beginning, and in examination rely more on general written work than on copy books.

7. Correct general errors on the board before the class, and give explanations and instruction in that way.— SUPERINTENDENT SHELLEY, *of York, in Penn. School Journal.*

A PROBLEM SOLVED.

In St. Louis there is no attempt to bring all classes within the same grade to *one standard* of advancement, so that, in January, all pupils within a given grade shall have arrived at just the same point in a study.

At all times there are new classes just beginning the work of a grade, or year's work, in some one of our schools.

The classes are not separated by intervals of one year in their work, but by irregular intervals varying from six weeks to twenty. It is considered desirable to have these intervals small, so that reclassification may be more easily managed.

Pupils who fall behind their class for any reason (such as absence, lack of physical strength or of mental ability) may be reclassified with the next lower class without falling back a year, and thus becoming discouraged.

Pupils who are unusually bright or mature, may be promoted to the class above, or form new classes with the slower pupils of the class above, who need to review their work.

Thus it happens that in a district school there is a continual process going on, the elements of which are as follows:

(1.) The older and more advanced pupils are leaving school for business or other causes. This depletes the classes of the most skillful and best paid teachers, who are usually placed in charge of the most advanced pupils.

Again, there is at all times of the year an influx, into the lower grades, of pupils who have just completed their sixth or seventh year, and are now anxious to begin their school career.

Thus the pupils in the primary rooms of our schools tend continually to be over-crowded. (2.) To correct this continued tendency which over-crowds the rooms of the least skillful and poorest paid teachers, and gives small quotas of pupils to the most skillful and best paid teachers, from time to time (usually once in ten weeks but oftener in some schools), each class is sifted, and its most promising pupils united with what remains of the next higher class: (i. e., with the not-promising portion of it — those who for absence, or dull intellect, or weak will, fail to keep up with the best).

(3.) To make room for this transfer a portion of the highest class is sent to the Branch High Schools.

(4.) The number changed from class to class is usually small. The disturbance in classes is very slight compared with the advantages gained by the teacher in being relieved of the necessity to drive the laggards, and drill and cram them to make them keep up with the average of the class.

The teacher was once obliged to spend most of her time upon the dull ones in the useless endeavor to force them to make up lost time, or to equal the strides of the more mature, more regular, or more brilliantly gifted pupils, and, of course, these latter pupils lost proportionately, and the net result of the process was to overwork the incompetent, and to hold back the competent ones.

The teacher, in the vain efforts to hold together the extremes of her class, separating more widely every day till the end of the year, became cross and petulant, and sank continually into the abyss of drill-machine pedagogy.

Under our present system we can make room, when needed, in the lower grades, and fill up the classes of our skillful and high-priced teachers.—W. T. HARRIS, *City Superintendent of Schools, St. Louis.*

SCIENCE IN RELATION TO TEACHING.—Of all the applications of science to the practical arts, there is none that can for a moment bear comparison with its application to the art of teaching. Scientific education, as currently understood, refers to something of greatly inferior importance: it means instruction in sciences. Many of the teachers in our schools know something of these sciences, and do what they can to expound them. This, of course, is useful, but it is the lowest agency for the diffusion of science. Of the uses of science to themselves as professors of the art of teaching, or of its value in guiding the processes of education, it is not too much to say that the mass of teachers as yet know nothing. This however, is the main and essential thing now to be imperatively demanded, and which, when attained, will do more toward the universal promotion of science than all other modes of influence combined. Scientific education is far less a question of the number of hours per week that are to be devoted to this kind of study than a question of bringing scientific knowledge to bear upon the operations of the school room.—PROF. YOUMANS, *in Popular Science Monthly.*

CHARACTER gives splendor to youth and awe to wrinkled skin and gray hairs—*R. W. Emerson.*

COUNTRY SCHOOLS. — II.

Short Terms. — Another of the disabilities under which the majority of the country schools labor, is the short terms of instruction. While the city schools usually continue in session ten months each year, the country school averages but little more than one half of that time. The opportunity for education is thus less than it should be, and intelligence is correspondingly less. By irregularity of attendance also there is a failure to make the best of the opportunities offered, and the amount of possible good to be derived from the schools is still further diminished.

The sessions that would seem most suitable to the conditions of the country, are a term of eight weeks beginning about the 1st of September, a session of twenty weeks beginning from the 1st to the 10th of November, and a session of eight weeks beginning about the 1st of May. This would give thirty-six weeks of school, which could be extended to forty weeks by making the intermediate vacations less. By this arrangement the long continuous term is in winter when there is the least demand for labor, and the long vacation is in midsummer, so as to avoid exposure of children to the great heat and to give teachers time for recreation in the form of rest and study. Since the experiment of Agassiz, at Penikese, summer schools for teachers are springing up all over the country, and the terms of the country schools should be so arranged that country as well as city teachers may be able to attend them.

Change of Teachers. — In most country districts the older pupils attend school only in winter, and the summer term is made up mostly of the younger ones, constituting in reality a primary department. This condition of affairs has given rise to the custom of changing teachers each term, employing a higher-priced teacher in winter than in summer. This custom works injury to the schools in numerous ways. No two teachers have exactly the same methods of instruction, and it always takes time for pupils to get accustomed to the new methods, and hence there is a waste of time at the advent of every new teacher. At the close of the short term, the teacher has become thoroughly acquainted with the peculiarities of the pupils and of the district, so as to be able to perform the best service; but at the commencement of the next term another comes in, and the process of making the acquaintance of the pupils is repeated. Teachers em-

ployed for only a single term at one place take comparatively little interest in their work, and have but little incentive to improvement. The people, accustomed to migratory teachers, show them scant courtesy or ignore them altogether, and the school is altogether lacking in that mental vigor and high moral tone which would result from the interest and co-operation of teacher, pupil, and parent.

The true policy in regard to the employment of teachers would seem to be the payment of the highest wages that the district can afford, the standard of ability to pay being an enlightened appreciation of the value of education; the employment of the best teacher which the money will secure; and the retention of the teacher for the longest possible time. All proper encouragement and facilities should be given the teacher for attending institutes and special summer schools, and a lively interest should be shown by the parents in the teacher's work. A new idea or a new method introduced should be judged by its results, and not denounced in the outset. By careful attention to the selection and moral support of the teacher, the value of the schools may be more than doubled.

QUALIFICATION OF TEACHERS.

The one thing indispensable to the success of a school is a good teacher. In comparison, the functions of all other officers are of little moment; and if we could be sure of a supply of competent teachers, superintendents and examiners would at once become superfluous, and directors would be useful only in furnishing supplies for the schools. Practically, however, it is found that all teachers are not properly qualified, and that the utmost vigilance must be exercised continually to keep all aspiring incompetence out of the schools. All the machinery of superintendence and examination is devised to this end; but when the competent teacher is once secured, the work of the school goes on without the aid or interference of any other person.

Scientific Knowledge. — The first and lowest qualification demanded of teachers is that they shall have a knowledge of the branches which they are expected to teach. It is not enough to be able to read, and so ascertain from the text-book whether the pupils repeat the text accurately, but the knowledge should be so thorough that text-books would never be a necessity in recitation. The knowledge demanded for the successful conduct of even a primary school, is varied and extensive, its scope is shown in the course of study.

Officers who have charge of the examination of teachers, have curious experiences in the discharge of their duties. Persons are continually presenting themselves as candidates for certificates, who cannot spell; who make fearful blunders in reading the easiest narrative; who are not able to solve the simplest problems of arithmetic outside of the accustomed routine, and who continually blunder in expression, both orally and in writing. Such persons are usually very persistent in their demands, and not unfrequently the refusal of a certificate is followed by the denunciation of the office. The literary qualifications now demanded for a first grade certificate, are the least that any teacher of any grade of school should possess.

General Culture. — Besides the technical knowledge of the branches to be taught, teachers should have a wide and varied culture in matters of general human interest. It has been well stated that no person can be in full possession of his own powers until he is acquainted with the history of the past; and certainly it is scarcely possible to exaggerate the importance of historical knowledge in promoting the interest and efficiency of the school. This knowledge in its widest sense includes every department of literature; and there is no form of literary attainment that may not be turned to advantage in school processes.

This general culture should include also a knowledge of the present state of affairs in the leading countries of the world. Our morning newspapers bring us intelligence fresh from every known part of the earth, but a wide knowledge of present history is necessary to profit by this intelligence ourselves and to turn it to good account in teaching. Teachers in possession of this knowledge can make profitable use of newspapers, magazines, and everything that relates to current events, and the value of the school will be vastly increased by such processes.

The Mental Powers.— A knowledge of the mental powers, their modes of activity, their limitations, and the order of their development, is indispensable to the highest success in teaching. Without this knowledge good instruction may be given, but the processes are necessarily empirical and the work that of mere routine. With it, teachers have a key to most of the educational problems that are continually coming up for solution; they have a principle to guide them in new experiences; they can adapt their work to the needs of the pupils, and adjust courses of study to produce the best results; they are sufficient for any emergency that may arise in instruction,

and they are not driven to make doubtful experiments which may increase the evils rather than diminish them.

Professional Knowledge. — The teacher, before commencing his work, should also have a very thorough knowledge of the economies of instruction, such as organization, classification, tactics, and discipline. Organization includes the general scope of the instruction, the course of study, and the proper distribution of the studies so far as time is concerned; classification has reference to the division of the school in the bases of attainment for the purpose of recitation; tactics considers the movements of pupils, so that there shall be no interference, and no time wasted; and discipline has to do with the means to secure order and promote the best interests of the school. Experienced teachers have written upon all these topics, treating them from both the theoretical and practical points of view; and there are now so many valuable treatises readily accessible that no teacher can have an adequate excuse for neglecting them.

The means of professional culture are within the reach of every teacher. The cost of instruction at Normal Schools, is usually less than at other schools where the same branches are taught, and these schools are now provided in nearly all the States. In some of the States, in addition to the Normal Schools, there are teachers' classes in academies and high schools, where tuition is free. Another agency for the instruction of teachers is the Teachers' Institute, now held annually in each county in those States where much attention is given to school matters. The lowest demand that should be made upon teachers in regard to these agencies for professional culture, is that they should attend the professional course of a Normal School or academy before commencing their work, and that they should be constant in their attendance upon institutes after entering upon their duties, and should take an active part in their exercises. — From "*Principles and Practice of Teaching*," by JAS. JOHONOT. *Published by Chas. Scribner's Sons.*

LIFE is itself neither good nor evil. It is the scene of good or evil, as you make it, and if you have lived a day, you have seen all. One day is equal to and like all other days; there is no other light, no other shade; this very sun, this moon, these very stars, this very order and revolution of things, are the same your ancestors enjoyed, and that shall also entertain your posterity.

THEORY OR FACT IN CO-EDUCATION.

In the Educational Weekly for August 8, was an extract from an article by Prof. Seelye, in which statements are made in the most positive way as facts, when it seems to us they cannot be considered as aught else than theories, and theories spun out of a very unsubstantial film of fact. For instance: "Women prefer their own [colleges] and so do the men." Here is a general statement made as though it were a universal fact. How does Prof. Seelye know this? How does he reach this deduction? What opportunity has New England afforded for testing the question? To test it fairly, the colleges should be thrown open to young women, and then see which they will choose. To bar the doors against them, and to draw from the fact that they do not attend the inference that they do not wish to, is hardly a legitimate application of induction.

But the statement as made is not a fact, for here in the States of Michigan, Wisconsin, and Minnesota, there are five hundred women that prefer to attend the universities rather than the female colleges. Had the Professor qualified his statement so as to read, "*Some* women prefer their own colleges," we would make no objection; but such a general statement can not be allowed to pass unchallenged.

Again, Prof. Seelye says; "Co-education exerts an injurious influence on female character." We ask again, how does the Professor know this? Has he, from an intimate association with young women thus educated, had his moral sensibilities shocked by the evidences of injury done to their character, and has he the means of knowing that this injury was due to the fact that they recited mathematics in the same classes with young men? We do not believe this, and our belief has been compelled by ten years of constant observation. The young women who have graduated from this University show no such signs of moral injury. They show as much culture and refinement, and all womanly graces, as any women in the state; they make as dutiful wives, as careful mothers, as good housekeepers, as any women in the land. But perhaps we are not in a situation to judge of the demoralizing effects of association with college men of the East. We can only speak for the West, and we unqualifiedly pronounce the criticism of the Professor wholly mistaken.

Men and women have the same mental faculties; the resemblances are generic: the differences are specific. In so far as they are possessed of faculties in common, we can see no good reason why their

education should not be identical, and as God has intended men and women to be in the world together, why should they not be educated together? They are born in the same families, attend the same primary and intermediate schools, attend the same church, and no longer in this part of the world sit on separate sides of the building, with a high partition between them; they attend lectures and places of amusement together — and one day's picnic is as "dangerous" as a year's school — in short, they are thrown together by our whole social life, and why should education be the one thing in which association should have "an injurious influence on female character?"

We do not admit that that this question of co-education has been decided in the negative; and especially do we protest against its being decided *ex-cathedra*, by those who have had no experience, against the unanimous and concurrent testimony of those who have had a wide experience, directly to the contrary.

Some women will prefer female colleges, because the range of studies suits their taste better, just as some young men will prefer the so-called "Business Colleges," because they can learn there what they wish to, without the general culture that a regular college course is intended to give. But it is no less true that "some women" do prefer the regular college course to the "finishing studies" that form so large a part of female colleges. There is room for both, and there will be students for both.

Again, it seems to us that the surest way to render co-education demoralizing, is to assume that it will be at the outset. Treat a man like a thief, and you suggest to him every day of his life that he may be a thief; treat him like an honest man, and you suggest to him the possibility of honesty. Show that you expect the influence of young men to be corrupting, and your expectations will secure their fulfillment; show that you expect purity ot life, and this confidence will go far to secure the end desired.

Our respect for the young men under our charge will not allow us to suffer such a reproach to rest upon them; we do not believe their influence demoralizing. — PROF. S. H. CARPENTER, *in the Educational Weekly.*

IT is always safe to learn, even from our enemies — seldom safe to venture to instruct our friends.

IS IT JUST to forget all the kindness done us by those whom we love, for a little pain which, after all, may have been given unintentionally?

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

SCHOOL-HOUSE SITE.

Q. We have occupied our site for twenty years, and supposed we had a title. It appears that the site is not on land owned by the original grantor, and the present owner warns us off. What are our rights?

A. Undisturbed occupancy for twenty years gives a title by prescription. But if you have not had such occupancy, and have not become entitled to the site by possession, you can call on the town board to establish the site, if the owner will not sell or lease it on reasonable terms. (See sections 477–484, School Code.) It may be necessary to first have a special meeting to "designate" the site, if that was not done originally. Very likely you have a title by prescription.

SPECIAL MEETING.

Q. I am a clerk, and my name was on the call for a special meeting with four others. Was the meeting illegal?

A. It cannot be so regarded. You are not deprived of your rights in this matter, as a voter and tax-payer, by being a clerk.

Q. Is a special meeting called by the board legal?

A. The board, as such, cannot call a meeting of the district. It must be done on the request of five legal voters.

A CROOKED BOARD.

Q. The director died; another was appointed; the district decided at annual meeting to have him serve out the term, but the clerk got the town clerk to appoint another man as director, and he with the treasurer hired the clerk's niece to teach the school, he also signing the contract; was this lawful? What can be done?

A. If the district properly elected a director, the subsequent appointment was void; the pretended contract, made without the cognizance of the legal director, should be protested against; the teacher warned not to teach upon it; the children of those who are opposed to such lawlessness kept from the school. The clerk becomes liable for drawing and the treasurer for paying any unlawful orders.

THE TREASURER — TEACHERS' WAGES.

Q. Our treasurer got his bail in an adjoining town, which is not satisfactory. Must not bail be obtained in the district?

A. If the director and clerk have accepted the bond, it is lawful. Its sufficiency does not depend on locality, though the bondsman should not be too far off. In this case the bondsman may be quite near, though in the next town.

Q. Has a treasurer any right to lend out school funds, and so keep persons holding orders out of their money?

A. He has no right to lend the money, under any circumstances. A refusal to pay over money in his hands, lawfully due, if demanded, is declared to be embezzlement, and exposes him to imprisonment or fine. (See sections 4418–4421, Revised Statutes.)

Q. The clerk and director issued an order to pay for work alleged to have been done, of which I knew nothing. Must I, as treasurer, pay it? They threaten to sue me, if I do not.

A. As you will see, by looking at section 432, they could not legally order work to be done without your knowledge, i. e., not without calling a meeting. You are not obliged to pay orders not drawn in pursuance of law. Let them sue, if you are not satisfied with their action, and know you have a good defence.

Q. I have long taught in this district, and have usually been paid some part of my wages before the close of the term; but the treasurer now refuses to pay any orders until the term is finished. Can I enforce payment?

A. Unless the contract provides for the partial payment, before it is completed, you cannot demand it. But if there is money on hand, it would be an act of kindness for the treasurer to advance you some, and take your receipt, if he is willing, and thinks he incurs no risk by it.

Q. Is a treasurer justified in refusing to pay an order for the wages of a teacher who has been teaching in a condemned school house?

A. No; the school taught is still a public school. The penalty is the loss, on the part of the district, of school money from the state, while using such a school house. It would be quite unjust to punish the teacher also, who probably may have contracted in good faith, and may have taught a good school, though in a poor school house.

TEACHERS — PUPILS.

Q. Is a teacher required to keep a daily record of each pupil's recitations, if the board require it?

A. The board may require reports, under section 460, and possibly of such a nature as to make it virtually necessary to keep such a record. It is proper, however, for the board, if a competent teacher is employed, to leave him to follow his own method of noting and testing each pupil's scholarship and progress. Some can do it best by a daily record, others by reviews and examinations, especially if the classes are large.

Q. How shall I stop the use of tobacco in the school — can I expel a pupil who will not give it up?

A. Having forbidden the practice and pointed out its impropriety, if that does not suffice, administer such reproof or discipline as you think proper. Still failing to stop it, call on the board to sustain your rule, and to suspend any pupil who continues to offend. It is for the board to finally expel an incorrigible pupil.

Q. Should profanity be tolerated in or about the school house?

A. No; but not only forbid it; point out the impropriety and evil of such a practice, and the bad example set before smaller children; appeal to the better nature of the offending pupils, who in turn have themselves been influenced by bad example probably. If needful, call on the board in this case also; who, if rightly approached, will perhaps sustain you, even though sometimes profane themselves. In both these matters, gentleness and persuasion may accomplish more than sourness and sternness.

Q. The majority of the scholars voted to have but one-half hour of nooning. Can the teacher now require attendance at 12:30, and mark those tardy who are not present at that time?

A. It is not the province of the scholars to govern the school. If there is any departure from the usual custom of one hour, it should be ordered or sanctioned by the board. Then the teacher may require conformity to the rule.

Q. Finding a large pupil — man grown — entirely insubordinate, I at last suspended him from the school; he then commenced disturbing me and the school in various ways; is he liable therefor, under section 4572, Revised Statutes?

A. I think it would be so held. The teacher may suspend, for urgent cause, as the Supreme Court has decided. Being suspended, a pupil has no longer any business in the school room and is liable for any disturbance made.

Q. May the teacher require map drawing in the study of geography?

A. The hand as well as the ear and the eye should constantly be brought into requisition in school exercises. A parent would justly complain if his boy wrought no examples himself, in written arithmetic — only saw them wrought and heard them explained. Map drawing is in like manner a legitimate part of learning geography, and may reasonably be required.

Q. A boy — an orphan — having a guardian in another state, lives in this district. Should he be admitted free of tuition?

A. If it is known that he has a regular home elsewhere, and is but a temporary sojourner in the district, for the purpose of attending school, he is not entitled to free tuition. But if he lives wherever he can find employment, has no settled home, he should be admitted. His guardian may have no home in particular. If there is any doubt about such a case, the pupil should have the benefit of it; should be enumerated and treated as a resident of the district.

Q. Suppose a teacher admits non-resident pupils, without the authority of the board, what is to be done — can they be excluded?

A. The action of the teacher amounts to nothing. Pupils not admitted by the board, and clearly not entitled to free tuition in the district, should be so informed, and requested to leave. They may be excluded, if they persist in coming. But the board in such cases should act with due caution and gentleness. It is of course proper to communicate with the parents.

Q. We learn that in some cities in the state children under six are not admitted to the public schools. As we are crowded, we should exclude them perhaps, if we have power. Can we do so?

A. The Constitution forbids. No city or district can have any such power unless that is changed, however profoundly convinced that children are too young to attend school, until six years old.

HOLIDAYS.

Q. As the 22d of February comes this year on Saturday, is a teacher entitled to another day in place of it?

A. No, the conjunction of the holiday and the vacant day confers no right to an extra holiday. Saturday is a perpetual vacation day, and the teacher is not required by law to teach but twenty days for a month.

Q. By request of the board, I closed the school during the two weeks embracing Christmas and New Years; am I not entitled to two days in place of them?

A. This would not seem unfair; but you cannot claim them if you made no such stipulation in consenting to the vacation.

TEXT-BOOK ADOPTION AND PURCHASE.

Q. Sundry publishing houses offer books at very low rates to districts, if adopted by the board, and if the districts authorize the boards to deal directly with the houses, and they promise to continue the low rates as long as the adoption continues. But many boards and districts are afraid that the adoption once made, and the books once introduced, the prices will be put up; and so they continue to buy of local dealers, without any adoption, and pay the old high prices. Now what I wish to know is, will these houses act in good faith and carry out their pledges?

A. This question is somewhat outside the school law. It is the *duty* of the board to adopt. It is the privilege of the district to authorize district purchase. In doing this, they will get the books at about half the usual cost, in the long run, as there will be no change for at least three years. No respectable house will fail to keep its pledges as to price. It *cannot afford* to do otherwise. To break its pledges would simply have the effect to destroy its own good name and its business. There need be no fear or hesitancy in adopting good books; still less in adopting the policy of district purchase. The publishers — we mean all well known and respectable ones — will unquestionably do as they agree. The three things to be carefully attended to are:

1. To know that the publishing house is respectable, and the books issued by it approved by the State Superintendent.

2. To know that the agent representing the house, or claiming to do so, is reliable.

3. To proceed strictly according to law. It is best to have nothing to do with any agent who is unknown, and has no satisfactory credentials, and especially who countenances unlawful modes of procedure, and represents obscure publishers.

The following are the western addresses of the firms which supply most of the school books used in this state:

D. Appleton & Co., 117 State St., Chicago.
A. S. Barnes & Co., 34 Madison St., Chicago.
Harper & Bros., 117 State St., Chicago.
Ivison, Blakeman, Taylor & Co., 133 State St., Chicago.
Chas. Scribner's Son's, 63 Washington St., Chicago.

Sheldon & Co., 117 State St., Chicago.

Van Antwerp, Bragg & Co., Cincinnati, Ohio. (Address H. A. Boyce, Milwaukee, or F. A. Hutchins, Madison, as agents for the latter house).

A request by postal card, addressed as above, will bring price lists, etc.

Q. If new laws are passed this winter as to text-books, will that not interfere with the adoptions made under the present laws?

A. If the legislature takes any action in this matter, it will doubtless provide for the continuance in force of adoptions already made, until the time expires.

EDUCATIONAL MEETINGS.

PRINCIPALS' ASSOCIATION.

Minutes of the Session of 1878.

MADISON, Wis, *Dec.* 26th, 1878.

Meeting was called to order by Prest. S. Shaw, of Madison. Sec'y E. R. Smith being absent, W. G. Clough, of Portage, was appointed secretary *pro tem.*

Pursuant to programme, Prof. R. W. Burton, of Janesville, read a paper on "Nominal Superintendents," of which the following is but an imperfect synopsis:

The most general form of school supervision is to have a principal at the head of the school, who is able in management and qualified to instruct. In connection with him is a superintendent, a person who generally takes an interest in education, and who has spare time to devote to this work, in addition to the duties of another and regular calling. This system is found to be inefficacious, since the superintendent has not that intimate acquaintance with the needs of the school which will render his work most beneficial in results.

It is also obstructive, as the superintendent has the power, which he not infrequently exercises, to obstruct the principal, whose directions are disregarded.

Such a system is the semblance of things without the substance. The superintendent should know the details of the work. To be skillful involves much energy, education, and study, which his attendant calling does not admit of being given. Further, the usual salary is no compensation for the work, or, if it is, the work must be of doubtful character.

Here the speaker digressed, to consider the purpose of school instruction. He holds that forty per cent. of the cost of schools is swallowed up in the work of higher instruction; that the studies should be limited to those that are of a practical nature; that, while the city is willing to pay for educating children for the practical work of life, it does not wish to furnish instruction in ornamental studies; that the higher branches have no business in the common school. He

thinks there is too much cant on the subject of popular education; that compulsory education is talked of as if the state were above the people; that this idea comes from the old world, and grows out of the principle of paternalism in government. While its advocates hold that knowledge is power, that the republic is in danger of being destroyed by the ignorance of the people, they forget that the greater the knowledge the greater the power of evil; that human power has more often been used for bad ends than for good; that all history abounds with illustrations to show that education does not, necessarily, work for virtue and morality.

Reverting to his subject, the speaker held that nominal superintendency fails of conformity to skillful practice. It is not the principle we carry out in other callings.

Again, it is adverse to the true principle of economy. Such economy is false, and drives out the teaching ability which demands a compensation for its work. The speaker also considered that much of the money spent in school reports could be expended in other directions with better results.

Among the duties, resting on a superintendent, are those of furnishing and maintaining a proper course of instruction, examining teachers, giving general inspection to their work, assisting them in disciplining scholars, enforcing a due observance of rules, and presiding at teachers' meetings. Such work requires executive ability, wide knowledge and culture, and close relations with the Board of Education.

The superintendent's time is inadequate for the work, and the whole arrangement is an empty show, a cheap system of espionage. It lays too much responsibility on the principal without giving him power to accredit himself.

Efforts should be made to secure the repeal of existing laws on this subject, and our body should take action and lend our power and pens to decry the practice.

Prin. I. N. Stewart, of Berlin, is fortunate in having a superintendent who is skilled in his work, but thinks that an unskilled superintendent might be a great detriment. When much work devolves upon the superintendent, the system is not best.

Prin. Burton holds the double office of superintendent and principal. The principal's work is reduced to a minimum, while the balance of the time is spent in leading the force and inspecting work. He has pleasant relations with the school board, and thinks that for cities above 5,000 the system he works under the best.

Supt. Westcott, of Racine, facetiously said that it was a dangerous topic to discuss. He holds the double office of superintendent, and principal of high school. His city is looking to a nominal superintendency. While there is a little friction, he finds things agreeable in Racine. He thinks there are two sides to the question; that the principal of the high school is not always the best superintendent, not always given to executive work. He himself prefers school work.

Prin. W. H. Beach, of Beloit, has taught where there has been no superintendent, but where the board exercised this power. They usually accepted the suggestions offered by the principal. At present he has as nominal superintendent, a gentleman of culture and long experience, and in sympathy with teachers.

His own work in superintending is brief, while grave matters are referred to the superintendent.

Supt. C. W. Roby, of La Crosse, is pleased with holding the single office of superintendent, and thinks there are good reasons for keeping the offices separate. He does not see the force of Prof. Burton's argument in regard to the saving on school reports. In general, the duties of superintendence allow no time for instruction.

Prin. W. H. De La Matyr, Spring Green, thinks that the system of nominal superintending does not fix the responsibility.

Prin. T. F. Frawley, of Eau Claire, is satisfied with the arrangements at Eau Claire, where each principal is responsible for his work. He thinks that, in general, the superintendent should be principal, and have a voice in the selection of the lower teachers.

Prin. A. R. Sprague, of Evansville, works under the district system. He regards it essential that the lower schools be as well taught as the high school, and that the trouble does not lie so much in the inefficiency of subordinates as in the want of good supervision.

Another principal said that observation shows that that is best done which is done with oneness of purpose and design. If the school work is not so extensive as to demand all of one person's time, let it devolve on the principal.

In the absence of Prin. E. R. Smith, of Burlington, who was to read a paper on "Inducements to Teach," Prin. O. S. Westcott, of Racine, opened the discussion on the subject.

He thinks the primary inducement to teach is to support one's self and family. Incidentally, there are many other reasons. He would advise every young lady to teach school for her own benefit. One year in teaching school will give as much development as two years in the high school.

Again, vacations are an advantage — the teacher's prerogative. Teaching affords abundance of time for outside study. Teachers ought to use well their opportunities, make new investigations, rise to a higher plane, and add each year to previous attainments.

Prin. W. H. Beach, of Beloit, opened a discussion on state certificates. He thinks teachers are apt to fall into the ruts, and he looks to state certificates as an inducement for something new. Some characters make no advance, move in a circle, and lose all their life. They need exercise to quicken the circulation. So with teachers. They need something to awaken them to new efforts.

He thinks successful teaching should stand on equal level with better educational advantages; that the chief essential for success is not so much a peculiar culture, as broad, liberal common sense.

As Prof. Salisbury was at a loss to know what Prof. Beach meant by putting all on a level, the latter responded that he would not give certificates to any except those having passed examinations.

Prin. Shaw, of Madison, thinks a person holding a state certificate is entitled to be proud. Such certificates are an incentive to pursue a wider range of study than usual, and should privilege their holders from re-examination. Certificates are given to graduates of normal schools which furnish an English education

only, while those who have passed through an extended collegiate curriculum sometimes fail in the technicalities of the special studies in which they are examined. There should be more equality. The normal schools cannot supply the demand for teachers, and we should encourage the lower teachers, and not debar them at the first.

Prin. Westcott is a graduate of Brown University, and holds an Illinois state certificate; but he could not, without preparation, stand an examination in certain special branches. If the normal schools are of any value, their graduates should be especially able to stand such examinations.

Prof. Emery, of Ft. Atkinson, thinks that if the association would appoint a committee to investigate the character and effect of the examinations, it might remove glaring inconsistencies, now in connection with them. He would not, however, deprive normal school graduates of certificates, as such schools present instruction differently from either colleges or high schools, and more in reference to its being taught again.

Prof. Johnson, of Whitewater, says that a person is expected to know as much in every study as each examiner in his specialty. He thinks that a person should be allowed to name the subjects on which he would be examined as his strong points.

Prin. T. F. Frawley thinks that as teachers are expected to teach everything they should be so examined, and not in specialties. It is not wise to grant certificates by legislation, but all should have them who can pass the requisite examinations.

Prof. Salisbury thinks that the question of normal schools and state certificates are being confounded.

Most have held that professional success in teaching is a matter of scholarship, which is not the case. No board of examiners can pass upon the fitness of a candidate for the work of teaching. There is a philosophy of education, and it is the peculiar province of the normal schools to find it out. It is not to be attained in one, two, or three examinations. The state examinations have not been conducted by specialists, and all unnecessary technicalities have been thrown out. The normal schools give much specific instruction and actual practice in teaching under competent teachers.

Principal Hutton, of Eau Claire, thinks a mistake is made in not discerning that the trouble is in the administration of the law, and not in the law itself. Let the law be administered. A man who takes a course in a Normal School makes a sacrifice, as he leaves everything out of sight but his own profession. Still his course gives as much discipline as the collegiate course. There is a prestige in the college course, but the old opposition to Normal School graduates has disappeared. He thinks the Normal Schools furnish the othordox way to state certificates, but is willing they should be obtained by examination.

Principal A. A. Miller of Waukesha, would say, from his own experience, that there is no humbug in the state examination. He would have credentials on file in the office of the State Superintendent.

Principal Stewart calls for uniformity, and would have every one pass an examination.

Principal De La Matyr thinks the certificates should be given to graduates of

Normal Schools and of the University. Such a course is one evidence of culture, while many examinations are passed by special cramming.

Prof. Kerr next read a paper on, "How to Keep out of the Ruts." This was ordered to be published in full in the JOURNAL OF EDUCATION.

Pres. Shaw read the report of the committee on securing protection from the preparatory department of the State University, to the effect that the Regents had not power to act.

He was instructed to carry the subject to the legislature, and secure relief in that way.

Prin. Emery next read the treasurer's report, which was adopted.

Principals T. F. Frawley, A. J. Hutton, and I. N. Stewart, were appointed a committee to investigate and report on the subject of State Certificates.

The following were appointed officers for the ensuing year, by acclamation:

W. H. Beach, of Beloit, *President.*

J. Q. Emery, of Ft. Atkinson, *Vice-President.*

E. H. Sprague, of Evansville, *Secretary.*

J. H. Chamberlain, of Black River Falls, *Treasurer.*

On motion, adjourned.

W. G. CLOUGH, *Sec'y pro tem.* SAMUEL SHAW, *President.*

CORRESPONDENCE.

EAU CLAIRE, Wis., Feb. 4, 1879.

Hon. J. B. PRADT, *Ass't Supt. Public Instruction,*

Dear Sir: The N. E. Journal of Education, of January 30th, has the following in relation to Wisconsin:

"According to a recent decision, non-resident taxpayers in any district are permitted to send their children to the school of such district for such length of time as the taxes paid are proportionate to the cost per scholar for the support of the school, etc."

Please inform me at your convenience whether the statement is correct. Respectfully, H. C. HOWLAND.

ANSWER.

H. C. HOWLAND,

Dear Sir: I had noticed the statement you refer to. It is probably a mistake in the name of the state. No such decision has been made by our Supreme Court. If some Circuit Court has so interpreted the law, it is unknown to me. It is held otherwise by this Department. The general principle is, that school privileges, like the elective frachise, are governed by residence. Any other rule would, if adopted, be open to serious objections. The Constitution requires, indeed, that the schools shall be free, and without charge for tuition to all children between the ages of four and twenty years, but it first requires that the leg-

islature shall establish "*district* schools," a term incompatible with the idea of indiscriminate attendance; and while there is a certain plausibility in the claim that a taxpayer should be entitled to some school privileges wherever he pays taxes, the law makes no such provision. The administration of the school system, proceeds upon the principle that school privileges are determined by residence. It may suffice to refer to subdivision 12 of section 430, and subdivision 1 of section 462. There may be good reason, however, why the tuition fee for a non-resident pupil should be made small or nominal if the parent is a large taxpayer in the district.

MERIT RECOGNIZED.

Mr. E. STEIGER, the enterprising publisher of the Encyclopædia of Education, has obligingly furnished us with a copy of the letter below, to which we are pleased to give a place:

166 BOULEVARD MONT PARNASSE, PARIS, Dec. 6, 1878.

Dear Sir:— In recognition of your eminent merits as an education administrator, and especially as editor of the *Cyclopædia of Education*, which was one of the most valuable contributions to our Education Exhibition, the Minister of Public Instruction has issued a decree, constituting you *Officer of the Academy.*

I expect to be charged with the agreeable duty of placing in your hands, the Insignia of this Order of the University of France, consisting of a silver wreath of palm, suspended from a purple ribbon, and a diploma, comprising a copy of the decree, signed by the Minister.

I hasten to offer you my cordial congratulations on the reception of the well merited decoration.

The copies of the *Cyclopædia*, which your publisher so generously placed at my disposal, have been presented to eminent officials, from whom very interesting acknowledgments have been received.

I beg to enclose a copy of the correspondence with the Minister on this matter.

Yours most truly,

HENRY RIDDLE, JOHN D. PHILBRICK.

Officer of the Academy, Supt. of the Public Schools of New York City.

A READING AND WORKING TEACHER.

We are in receipt of the following, which we venture to print, omitting names. The writer is a graduate of 1873, from Platteville:

"DEAR JOURNAL.— Enclosed find $1.00, for which please send the Journal to me, for 1879.

I have taken it for some years, but this year am taking the "Primary Teacher," as that is my line of work; my room-mate takes the "N. E. Journal of Education," and I thought to omit taking the Wisconsin Journal, but find I cannot get on without it. You may consider me a life subscriber. In a late number, you mention a primary work by James Currie, of Edinburgh; it is a book I have

for some time desired, but have been unable to procure it. Should I send you the price and postage, could you obtain it for me?

We have in attendance this term, about 230 pupils. We find our hands indeed full, but are trying to do some additional work in editing an educational column in a village paper."

We would state that for the information of others as well as the writer, that finding a demand to exist for the book spoken of, Messrs. Jansen, McClurg & Co., Chicago, ordered some from Edinburg, and if they are all sold, they have doubtless ordered more.

We hope Platteville will continue to send out just such teachers by the score.

SPELLING REFORM.

LA FAYETTE COLLEGE, EASTON, PA., February 5, 1879.

HON. W. C. WHITFORD,

Dear Sir: — I have just received from Senator Paul, a copy of his report on Spelling Reform. It seems to me a happy presentation of the subject, and in its practical recommendation, far more directly operative than my suggestion of procuring Congressional action. I wish very much that we, the Spelling Reform Association, could obtain a large number of copies for distribution. It ought to be sent to Europe, and to the other States. Four or five hundred copies I should be glad to send out. I do not know about the public printing. If copies are at the disposal of members, some of them doubtless would be willing to help the cause by ordering numbers to be sent to me. Or could I buy them?

Very respectfully, F. A. MARCH.

EDITORIAL.

THE Text-Book Commission submitted their report to the Legislature on the 31st ult. It was printed in the form of a pamphlet, containing fifty-five pages, and is divided into two parts — the first, on the subject of uniformity, number, and cost of text-books; the second, on the subject of reform in English Orthography.

The Commission have held six meetings during the year. The work was early divided among their members, and consisted (1) in furnishing a statement of the substance of the various bills which have been presented to the Legislature, having reference to text-books; (2) in ascertaining the character of the existing statutes in the several States, relating to the uniformity, cost, and number of text-books, and to the success or failure of the different plans adopted in these States on this subject; (3) in investigating the advisability of State uniformity; (4) inquiring as to the best mode of lessening the cost of text-books to the citizens of the State; (5) in finding the number of text-books now used and that should be

used in the public schools of the State;(6) and in investigating the subject of spelling reform. Eight distinct propositions on the subject of text-books, have been before the Legislature in the shape of resolutions or bills, in the past eleven years. Five were presented in the winter of 1877. They relate primarily to the reduction of the cost of the books to the schools; and next, to the establishment of some general or State uniformity in the use of these books.

The report furnishes a condensed summary of the present statutes of the different States on the subject of text-books, together with reference to the changes which have been effected in those statutes in the past few years. Four systems prevail, the district, town, county, and State. Twelve States have adopted the first; eight, the second; six, the third; and eleven, the fourth. The tendency is evidently toward abandoning full reliance upon the oldest system — the district, and accepting the largest jurisdiction in which an efficient law can be enforced by the authority of educational boards.

Under advisability of State uniformity, the arguments in favor and in opposition, are forcibly but briefly stated by President Albee.

The Commission entertains the opinion that *twenty per cent.* of the cost of text-books might be saved to the State by a reasonable reduction in the number of the different books in use.

Senator Paul, of Milwaukee, prepared the portion of the report on cheapening the cost of text-books. It is chiefly in the form of a bill, which proposes to encourge uniformity, without its arbitrary enforcement; to insure, in the purchase of text-books, the advantages which pertain to their supply in large numbers; to afford to home talent and home capital, the same opportunity to furnish acceptable text books, that is now afforded to authors and publishers outside the State; and to maintain, under State regulation, the principle of competition in obtaining the books for our schools. The bill is very carefully drawn, and is explicit in all the points presented. It seems to meet with almost universal approval from the leading press of the State. It will be unanimously recommended by the Committee on Education in both houses of the Legislature; and should it pass that body, the Commission created by the bill, will be required to enter upon their duties within thirty days after its passage and publication. One effect of this measure will be very obvious, every school district in the State will be induced to use a uniform series of text-books. The Commisssion will aid in securing this result, and the forfeiture of the school income from the State, will tend to enforce the same.

The report on spelling reform was written by Senator Paul. It occupies nearly twelve pages of the pamphlet. It is an able, practical, and most suggestive article. It cannot fail to attract great attention in this county. Within a week and a half after its publication, orders for large supplies have been received from the other States and from Canada. It has been copied into a number of the papers of the State.

The position which our Legislature has taken on the subject, places us in full connection with the movement on reform in our orthography. It should be accepted by the people, and especially by the teachers, with an earnest determination to prosecute it until the desired changes in our spelling are secured. The American Spelling Reform Association gives every one an oppor-

tunity to co-operate with it in reaching this result. The Department of Education at Washington is interested in the work, and the best educational journals in the country are supporting it.

It seems that Wisconsin was more fortunate than it was first announced in securing prizes for its educational exhibit at Paris. Both the State Department of Instruction, and the public schools of Milwaukee, have been awarded silver medals, instead of mere diplomas. This places Milwaukee in the same category with Chicago, St. Louis, and Cincinnati; and the State, with Rhode Island, New Jersey, Pennsylvania, and Kansas. Only nine States sent articles to the Exhibition. Our State University, also, received a silver medal. President W. F. Phelps, formerly of Whitewater, is honored with a silver medal for his Handbook for Teachers; and Prof. T. C. Chamberlin, a bronze medal for his second volume of the State Geological Report, and the accompanying Geological Maps.

Supt. Philbrick, who had charge of the exhibit from the United States, writes as follows: "The object of the exhibition was not to get awards of prizes; it was higher and more important than this; but the prizes are valued by me as proof that the exhibition was not a failure. And the evidence will, perhaps, be admitted to be reasonably satisfactory, in view of these two facts; namely (1) that the number of the awards to our section of education, is *twenty-eight* larger than that awarded to any other country except France; and (2) that although our educational exhibition occupied only a little more than one hundredth part of the American section, it took nearly a sixth part of the prizes which went to American exhibitors."

The Regents of the State University decided, at their semi-annual meeting in January, to suspend, in 1880, all instruction given to the students in the Scientific Department of the Sub-Freshman Classes, and the instruction given in the Classical Department, during the first year. This measure will really strengthen the University. It removes an element which is not always in sympathy with the college discipline, and one which is the most difficult to manage and satisfy.

It will, also, aid in the upbuilding of the High Schools of the State. One of the charges made, for some time, against the University, is that it is interfering with these schools by doing a part of their work. Considerable feeling has been manifested by some High School men over this attitude of the University. The last year of the Sub-Freshman classical course is retained, because the other schools of the State do not give sufficient attention to preparing pupils for this course. Let our leading High Schools improve in this respect, and the University will drop, in time, this part of Sub-Freshman Classes.

The State Board of Health have decided to investigate, this year, the condition of the schoolbuildings in the state in respect to ventilation, heating, and admission of light. The Secretary of the Board has already prepared a circular containing various inquiries on these subjects, to be sent to the clerks of the school boards of the State. Careful and explicit answers to these inquiries will

be solicited. Some member or members of the Board will spend considerable time in the inspection of school buildings. The State Superintendent will issue some directions to the school officers, to assist the Secretary in the collection of the statistics. It will be a matter of gratification to the teachers of the State that the very able gentlemen on this board can direct their attention to leading defects in our school rooms. The results of this investigation will be published in their next annual report, and will be looked for with great interest.

THE most complete edition of the Blue Book ever issued, has been published by the Secretary of State. It was compiled by Hon. D. H. Pulcifer, a member of the Assembly from Shawano county, who has given unwearied attention to the collection and arrangement of the materials. It contains several new features, as the alphabetical list of towns in the State, an alphabetical index of the names in the annals of the Legislature, and views of Washburn Observatory, the Industrial School for Girls, and the State Fish Hatchery.

As a work of reference, it is invaluable to a public man, and can be used to great advantage by many teachers. The work is so much sought after each year by our school superintendents, and by the leading instructors in our schools, that several bills have already been introduced into the Legislature to distribute among them copies of the book. This measure may not succeed this winter. But it will prepare the way for the passage of some act which will provide the work, in the future, to many of our public schools.

PROF T. C. CHAMBERLIN, the State Geologist, has recently published a pamphlet on "The Extent and Significance of the Wisconsin Kettle Moraine." Accompanying it are two diagrams, one showing the glacial movements in eastern Wisconsin, and the other these movements in the formation of the moraine from Minnesota to New England. We have examined the work with intense satisfaction. Years ago, we made the prediction that whoever would carefully study the causes and character of the drift deposits in the Rock River and Green Bay regions, would make an invaluable contribution to the science of Geology. Prof. Chamberlin has made a successful beginning, and we trust that he will be able to prosecute his investigations until all questions arising on this subject are settled. The information which he gives should be in the possession of every intelligent teacher in our public schools, as it will aid him, as nothing else will, to understand the geography of large portions of the State.

THE REFORM MOST NEEDED.

If in case of threatened war it should happen that the army system of one of the expected belligerents was lacking in a fundamental feature, and in one shown by all experience elsewhere to be essential — we will suppose it to be regimental organization — it would indicate supreme folly to spend much time in discussing trival matters — the style of uniform to be worn, the length and shape of officers' sword blades, etc., and leave the important thing untouched. The

army that should go into the field without any proper unit of organization, would pretty surely be cut to pieces by one no larger or braver, that was properly organized, and could therefore be properly handled.

Our teachers' meetings and our legislatures discuss courses of study, educational exhibits, cheap text-books, spelling reform, etc., which is all well enough, but we hear little or nothing of late about the introduction of the proper unit of organization, in which we are confessedly defective. In a report read by Supt. Searing, before our semi-annual meeting, in 1876, the two important measures, among others, of a State school tax and a town organization, were earnestly urged and earnestly approved. It seemed then as if we had at least lifted a foot to take a step forward. But at the meeting in the summer, at Green Bay, while we heard a good deal about kindergartens, an impracticable luxury, except for a few large places, we heard little or nothing about the town system, a crying and admitted necessity. The committee on a State tax was "not ready to report." At the semi-annual meeting in 1877, the town system was weakly, half-heartedly discussed a little, the first evening. One gentleman thought a committee should be appointed to present the subject to the Legislature, but no such committee was appointed. "On motion, the subject of a State tax was postponed." But we heard a good deal about kindergartens, and a course of study for mixed schools — fine things lying off in the future, and so perhaps illustrating the saying, 'Tis distance leads enchantment, etc. At the two last meetings, neither a State tax, nor the town, as the proper unit of educational organization, was alluded to so far as we recollect.

A State tax is important, first as a matter of justice and a dictate of sound political economy; and secondly as a lever by which the State can have better control over the details of the school system. A town organization is essential for reasons which are so manifest, and which have been so often stated, that everybody admits their force, and yet, strange to say, we *do* nothing. The truth is that the educational world, like the world at large, has its fashions, its popular notions, which prevail for a time, and then pass away; it has its bay window fever, its Westlake furniture epidemic, its pottery decoration mania. In the mean time, solid and substantial practical reforms and improvements languish.

But if we are just now inert, as to things of pressing importance, as to improvements that are all essential and practicable, and that *underlie and would prepare the way for* other improvements, it is not so everywhere. The State Commissioner of Common Schools, in Ohio, the Hon. J. J. Burns, in his forthcoming report, after discussing the defects of their own school system says:

"The remedy for these evils is patent: to place the schools of a township under the control of a board of education elected by the people of the township for special work, with the same powers and duties as the board of education in a village. The time was when there were two or more school districts in the same city or village. Does any city or village wish to lose the advantages gained when that state of things was brought to an end by a wise bit of legislation? Why would not the country be benefited and its schools started upon the road to rapid improvement by a system of organization and control which has brought forth such good results in towns?"

But to emphasize his statements, he goes on to say:

"Other States, feeling the bad effects of this systematized no-system, have thrown off its clamps, or are moving to do so. The last report of the School

Commissioner of Rhode Island, Hon Thomas B. Stockwell, says, 'The towns (townships) now cumbered with the district system, should have a clear and unrestricted a right to abolish the districts as they had to establish them.'

"Hon. Neil Gilmour, State Superintendent of New York, is 'of the opinion that the necessity for the present system of school districts has ceased, and that the schools can be materially benefited, the quality of the instruction improved, the attendance increased, and supervision made more thorough by adopting the township system.' And again: 'My conviction has been strengthened, owing to the numerous recommendations made by prominent educators and others interested in the subject, for such a law.'

"Hon. Edward Searing of Wisconsin, has declared that 'the district system rests like an incubus upon progress towards a better gradation and division of school work, as well as towards the satisfactory solution of several other important questions in common school management.'

"In our own State," [Ohio] "there is a striking unanimity of judgment among educational men regarding this change. In the twenty-first annual report, Hon. Thos. Harvey, after stating the failure of the township schools to keep pace with those of the towns and cities, says, 'Those acquainted with these schools have little hope of improving, to any great extent, so long as the sub-district system is continued.'

"In a score of assemblies in Ohio this fall and winter, this change in our educational system has been requested. These were not teachers' meetings. Some were largely composed of men and women of other vocations or professions. And one of these bodies is no less than that great exponent of the wealth and intelligence of those parts of the state needing the change — the State Grange.

"The general plan is so simple, so rational; costing nothing, but economical in a high degree in its tendencies, why must an account of its being put in force, and the consequent improvement in the condition of these schools, be longer a chapter in the "History of Events that never happened?"

"Allow me respectfully to press it forward to the attention of the thoughtful friends of our common school system in the General Assembly."

HAD the Legislature of last winter appointed a commission to report on the advisability of a State school tax, and on the adoption for the whole State, of the town system, with a distinct provision therein for the organization in each town of a sufficient population of a school of higher grade, and thus been prepared to act on these measures at the present session, they would have shown a degree of intelligence and practical interest in educational matters, that would have been most encouraging. But it seems to be the inevitable propensity of States to be striving to get a French roof on the edifice, when they ought to be laying or strengthening the foundations. We are not on the whole behind our neighbors; on some things we are in advanee of them; but would that we had a little more of good Pennsylvania or Canadian common sense in educational matters in some directions. P.

NEW PUBLICATIONS.

TRANSACTIONS OF WISCONSIN ACADEMY of Sciences, Arts and Letters. Vol. IV, for 1876 and 1877. Madison: D. Atwood, State Printer.

This volume contains twenty articles, by nineteen different gentlemen, mostly of this State, and a large amount of interesting and instructive matter. It furnishes evidence of a very creditable advancement of the Academy in numbers and in usefulness. Many of the papers are of direct practical importance, and

those on more speculative topics, are generally well written, and of interest. The University is represented by Professors Allen, Davies, and Birge, and by Superintendent King; Beloit College and the Geological Survey, by Prof. Chamberlin; Lawrence University, by Prof. Sawyer, and ex-Pres. Mason; and Racine College, by Prof. Elmendorf.

OUR COMMON SCHOOLS. By B. A. Hinsdale, President of Hiram College, Ohio. Cleveland: Cobb, Andrews & Co. Price 25 cents.

This pamphlet is a resume of the discussion between President Hinsdale and Superintendent Rickoff. The main position of the former (in a paper read before the N. E. Ohio Teachers' Association), was that the general claim for the advancement and excellence of our common schools, as compared with those of a former day, is not well founded. Mr. Rickoff denies and defends. The discussion is important, and the pamphlet will be found suggestive to those who wish to study the questions at issue. Some prominence is given to the West Point statistics.

UNCONSCIOUS TUITION. By Rt. Rev. F. D. Huntington, S. T. D. Syracuse: Davis, Bardeen & Co. Price 15 cents.

This valuable paper, by Bishop Huntington, has been issued in several forms, and was quite extensively scattered through the State among the teachers then in the field, by Dr. Barnard, in a volume of "Papers for Teachers." Conscientious teachers will welcome it, careless ones will be benefited by its perusal. It is No. 1, of a proposed series of "School Room Classics."

TOPICAL COURSE OF STUDY. By R. C. Stone. Published by A. S. Barnes & Co., New York and Chicago.

This manual embraces two parts, the first for Elementary Schools and the second for High Schools. It meets a want just now felt, while so much is said about a "course of study for common schools." It will, at least, furnish hints and suggestions. The leading and important idea embodied by the compiler in the book, is that of a *topical* course of study, that may be pursued, although different schools do not use the same text-books.

WOODLAND ECHOES. By S. W. Straub, author of "The Convention and Choir," "Crown of Glory," "Good Cheer," Etc., Chicago: Jansen, McClurg & Co., pp. 160.

We can say of this book that the sentiment of the words is elevating and ennobling; that the songs have more than ordinary poetic merit; that the music, which is designed for general school use, is well adapted to the tastes and capacities of children; and that it is neatly printed on superior paper, from large and plain type (a matter of much importance). The price is also low, for a book of its size and merit, being only 50c., or $5.00 per doz.

GOOD HEALTH. A Journal of Hygiene. Published monthly at Battle Creek, Michigan, at $1.00 a year. 32 pp. 8vo.

Every family would reap a hundred fold reward from taking this publication. It discusses all subjects connected with the preservation of health, and that in a plain sensible manner. Teachers will find it a source of great usefulness. A new volume begins with the year. A stamp will bring a specimen number.

THE Ann Arbor (Mich.) Printing and Publishing Company have in press a

new work on the French Language, by Prof. Alfred Hennequin, entitled: "First French Reading Lessons, embracing the relation of English to French, and the Word-Formation in the French Language, intended to facilitate the acquirement of an extensive Vocabulary, with Grammatical and General Notes." Prof. Hennequin is instructor in French and German in the University of Michigan; author of "A New Treatise on the French Verbs;" A Manual of Examination Questions on the French Grammar," etc. The work will contain about 150 pages, and is intended as a substitute for readers, in both schools and colleges.

NOTES.

THANKS are returned to those who have paid their subscriptions in advance for the current year, without being asked.

THERE is no falling off on our subscription list, but an increase, although no special efforts have been made for increase. Still, there is room for more.

BILLS of $1.10 will be sent, next month, to those who have not yet paid for 1879. Those who would prefer a receipt for $1.00, will take the hint and forward that amount. Bills are sent, in this number, to those who have not paid, and whose year commenced during 1878.

A LITERARY society at Janesville, called "Round Table," has issued an attractive programme of studies of English authors. This year, its work is confined largely to Shakespeare. It meets once in two weeks at the rooms of the Young Men's Association.

WE should say the State Board of Health might properly and usefully enlarge their efforts towards sanitary reform by means of Prof. Beck's timely paper. We hope they will direct special attention to the hygiene of the school room, and emphasize the professor's statements.

THE first annual report of the Wisconsin Phonological Institute for deaf mutes, located in Milwaukee, shows an attendance of 17 pupils during the first year, 1878. In place of sign and gesture language, the pupils are taught to read and speak from the lips, that is, by observing the lips of the teacher, being also instructed as to the requisite use of the vocal organs. The experiment has been quite successful. This is only the third institution of the kind in the United States.

OUR readers will have noticed, by an advertisement in our January issue, that Dr. Tourjee, of Boston, the director of the excursion of 1878, has arranged, for teachers and others, to make a similar trip (with many additions and improvements over last year's tour) during the coming summer of 1879. He has made arrangements to this end at the urgent solicitation of many who accompanied him last year. Not only the most interesting parts of Great Britain, but the most picturesque regions and great art centers of Continental Europe will be visited. Many special advantages have been secured. For circular of particulars, address E. Tourjee, Boston, Mass.

THE normal school at Platteville opened its winter term without a vacant seat in the grammar or normal departments.

GEN. JAMES BINTLIFF, of Darlington, has been appointed a member of the Board of Visitors at the university, this year.

JAMES MACALISTER, Esq., of Milwaukee, succeeds Prof. S. S. Sherman on the Board of Normal Regents. His many friends will rejoice at his appointment.

PROF. JUSTUS BURNHAM, of Waupaca, has been elected principal of the second ward school of La Crosse. He entered at once upon the duties of the position.

THE title of State Superintendent of Public Instruction, heretofore used to designate the head of the state department of education, has been changed by the revised statutes to simply State Superintendent.

EX-SUPT. SEARING delivered an address on "A Winter Month in Northern Georgia," before the convention of the State Agricultural and Horticultural Societies, at Madison, the first week in February.

PRES. DUNCAN MCGREGOR, of Platteville, Prof. Geo W. Peckham, of Milwaukee, and Supt. James T. Lunn, of Ironton, Sauk Co., have been appointed the Board of Examiners for teachers' state certificates for the current year.

PROF. OLIVER S. WESTCOTT, of Racine, has been appointed a member of the visiting committee for the normal school at River Falls, in the place of Prof. W. J. L. Nicodemus, deceased.

PROF. C. W. ROBY, of La Crosse, has been engaged as the superintendent of the public schools of that city for another year. His salary was increased fifty per cent., and he was required to give his undivided time to the schools.

THE school board at Waupaca have issued a pamphlet containing an excellent graded course of study for their schools. The course was arranged by the principal, Prof. C. M. Gates. The high school studies extend over four years. The good work goes on.

SUPT. SUTHERLAND, of Portage county, reports that he has already visited sixty out of eighty-four schools under his supervision; and that they are doing excellent work. He has qualified only ten more teachers than the number of the schools. His institute, last spring, showed that he had superior workers.

THE village of Almond, Portage county, established, last year, a high school, and it is taught this winter by Prof. W. T. Williams, formerly superintendent of Waushara county. Nearly forty pupils are in attendance, one-half of whom are from adjacent districts. The school is conducted sixteen weeks, and is doing an excellent work.

SUPT. ISHAM, of Walworth county, has prepared and sent to the teachers of the graded and ungraded schools full directions for preparing work for the educational exhibit at the county fair, next fall. He has appointed Wednesday, February 26th, as the examination day for the ungraded schools. His next exhibit bids fair to exceed his last.

THE National Journal of Education, of Boston, Mass., recently published the following item in reference to the labors of Pres. E. A. Charlton: "After eight years of faithful service, he retired from the charge of the normal school at Platteville, Wis., at the close of the fall term. The school has been very successful under his quiet, but efficient management. Whatever field shall secure the services of Mr. Charlton will be fortunate. He is a man remarkably conscientious, able, and faithful."

GOVERNOR SMITH, in his annual message, made the following just observation:

"I believe that our university, normal schools, and the public schools proper, as well as the universities, colleges, academies, and other excellent private schools not supported by the state, are improving from year to year, that they were never in better condition, or doing more effective work than now. I would not have their capacity for usefulness in the least decreased. On the contrary, I hope to see it enlarged; but that it may be so, and our present system retain the public confidence, it is indispensable that economy and wisdom should characterize all expenditures."

THE next annual meeting of the Wisconsin Teachers' Association will be held at La Crosse. A friendly rivarly existed between that city and Manitowoc. The executive committee, it seems, gave the preference to La Crosse. The *Chronicle*, of that place, says: "The exact date of the meeting has not yet been fixed, but it will undoubtedly take place early in July. It would be somewhat premature at this time to outline a programme for the entertainment of the prospective guests of our city, but we have no doubt that the proper time will find our citizens prepared to extend to the teachers of Wisconsin a hospitality that shall generate a warm spot in their hearts, and cause them to indulge pleasant remembrances of the days in which they were the guests of the Gateway City of the west."

SUPT. WALKER, of Manitowoc county, is sending out the following circular to his teachers:

At the teachers' meeting, at Two Rivers, the committee having the establishment of a county teachers' library in hand, reported favorably; and, on their recommendation, the undersigned committee was appointed to secure the names of those teachers who are willing to embark in the enterprise, and about 40 teachers have already signified their desire to become members of the association. The membership fee has been fixed at $2.00. A meeting will be held in this city, in connection with the teachers' meeting, February 8, 1879. If you cannot be present at the meeting above montioned, and are willing to become a member of the Literary Association, notify the undersigned or any member of the committee.

IN a circular to district boards, Supt. Baker, of Pierce county, reminds them that every district clerk is allowed, by law, to subscribe for the WISCONSIN JOURNAL OF EDUCATION, published by the State Superintendent, and his assistant, and pay for it from the district treasury; and that the legal decisions are of special value to school officers, besides which it contains much instructive reading. "We wish," he says, "every clerk would send his name, and the price of subscription, which is only $1, if paid in advance. Address, Whitford & Pradt, Madison, Wis."

PROF. WATSON has discovered 23 of the 190 asteroids; and Dr. Peters, 30.

DR. DRAPER announces the discovery of oxygen in the sun. He is disputed by some scientists.

THE successor of Prof. D. McGregor, as conductor of institutes, was not chosen by the normal regents, at their recent session.

TEACHERS' wages in Maine have slightly increased in the past ten years; those of gentlemen, $3.15 per month; and those of ladies, $1.04.

IT is strange, but nevertheless true, that we have a more accurate map of the visible portions of the moon than of many portions of the earth's surface.

THE normal department of the River Falls school has the usual attendance of pupils. The model grades are unusually full — lacking only a half dozen of full complement.

PROF. S. S. ROCKWOOD, of Whitewater, has been chosen the corresponding editor, in Wisconsin, for the Educational Weekly, at Chicago. His items of news are well selected.

PROF. WATSON, of Ann Arbor, and Prof. Swift, of Rochester, think they have discovered four small planets between the sun and Mercury, in place of the supposed planet, Vulcan.

GRANT county has five free high schools. Last year, Boscobel had 30 pupils; Hazel Green, 55; Lancaster, 66; Mt. Hope, 28; and Muscoda, 54. It is reported that $2,860 were expended in them for instruction.

LOCAL papers, in different parts of the state, are giving accounts of many teachers' meetings held, generally, under the supervision of county superintendents. The winter seems to be a season of unusual activity.

PROF. E. O. VAILE, who has been the chief editor of the Educational Weekly, for the last seven months, retired with the last issue of that journal in January. He has wielded a vigorous pen. Prof. Winchell continues in charge.

MRS. JEANNE C. CARR, the wife of State Supt. Carr, of California, delivers very acceptable addresses before the teachers' institutes, and other associations, in that state. She also assists her husband in the discharge of the duties of his office.

W. A. KELLERMAN, professor of natural sciences in the Oshkosh Normal School, has presented his resignation, to take effect at the close of the spring term. He visits Europe next year. Prof. Waldo Dennis, of Ohio, is appointed his successor.

AN exchange speaks of a school being held in the northern part of the state, under the charge of an experienced teacher, and being held at different houses, where the pupils reside. This is having the school, instead of the teacher, board around.

THE report of the State Superintendent aims to present, in full, the present condition of the educational affairs in the state. It gives more than usual attention to the explanation of the statistics, this year. The prominent advantages and defects of our system are pointed out.

THE superintendent, of Richland county, has issued a circular, from which it appears that an educational exhibit will be made at the county fair, next fall, and that premiums will be awarded for the "best and second best" of each of a variety of things. The plan is excellent.

THE appointment of Profs. J. W. Stearns and D. McGregor, as presidents of the normal schools at Whitewater and Platteville, by the committee on teachers, was confirmed by the normal regents at their semi-annual session, the first week in this month; and they were formally elected to their positions.

PROF. WESTCOTT, assumed the charge of the public schools of Racine in September, 1877, and, since that time, the attendance upon the high school has increased 60 per cent. A building to accommodate this school has been erected, at the cost of $8,500, and arrangements are in progress to put an addition to one of the old ward buildings, to give four more independent school rooms.

WE have received a beautiful copy of Vick's Floral Guide, for 1879. If possible, it surpasses all previous issues. It contains a hundred pages, with the very best illustrations. A copy can be obtained by sending five cents to the publisher, at Rochester, N. Y. By supplying valuable information for the production of flowers and garden vegetables, Mr. Vick becomes a public benefactor.

WITH the most persistent efforts, it is found impossible to get the annual report of the State Superintendent ready to be issued the first week in February. There are so many special reports to be included among the documents, and these reports come in so dilatorily, that the work cannot leave the hands of the printers before the middle of the month. We had to wait last month, right in the midst of a form, for a portion of a special report to be received from an officer. We shall have to ask others to exercise patience.

SOME papers, in the state, have noticed unfavorably the non-action of the late session of the State Teachers' Association, on the subject of text-books. This matter had been committed by the legislature to the consideration of a board, which had not then fully matured its plans, and was not then prepared to indicate what would be all the points in its report. Any action on the part of the association would have been premature, and would seem to have trespassed upon the province of the text-book board.

A LARGER attendance of teachers upon the institutes should be secured this coming year. Over nine thousand teachers were employed in our public schools last year, and only five thousand, in all, were enrolled in the institutes during that time. In some states, the percentage of attendance is much larger. The advantages of our institute instruction—everywhere acknowledged to be of a superior character, must be appreciated by every earnest teacher. The school boards should exercise a more liberal spirit, and permit the teachers, without loss of time, to attend the institutes, when held during term time. This action will prove a decided benefit to their schools.

THE outline of studies for the institutes to be held the coming year has already passed through the hands of the printers, and is being issued to the several county superintendents who have institutes this spring. A sufficient number have been published to supply all the institutes for the whole year. They can be sent at any time to the superintendents, to be distributed among the teachers who desire to prepare themselves for the institute instruction, this year. This outline embraces the third part of a course of study adopted two years ago. Prof. Graham has prepared the material on orthoepy, orthography, and theory and practice of teaching; Prof. McGregor, on arithmetic and grammar; Prof. Salisbury, on U. S. history, the constitutions, and general exercises; and Prof. Thayer, on penmanship and geography. In the appendix is published the course of study for ungraded schools, which was included in the circular for the summer and fall institutes, last year.

THE regents of the state university, at their semi-annual meeting last month, created several new professorships, and elected persons to fill them, as well as the chairs made vacant by the recent death of two professors. James C. Watson, of Ann Arbor, Mich., was made professor of astronomy, and the director of the Washburn Observatory; John E. Davies, professor of physics; Edward A. Birge, professor of zoology; A. H. Pettengill, of Ann Arbor, Mich., professor of Greek; John C. Freeman, of Chicago, professor of English literature; Allen D. Conover, a graduate of the state university, professor of civil and mechanical engineering. The positions of instructor in botany and assistant in the chemical laboratory, and of instructor in Latin, were established, but no teachers were chosen to fill them.

AT the semi-annual meeting of the Board of Normal Regents, held at Madison, February 6th, there was presented the report of Messrs. Chandler, Hay, and Evans, the committee appointed, at the last annual meeting of the board, to investigate the charges of Pres. W. F. Phelps, formerly of the Whitewater school, against Professors Rockwood and Salisbury. Thereupon, the board unanimously adopted the following resolutions:

WHEREAS, The committee who were appointed to investigate the charges made by President Phelps against Professors Rockwood and Salisbury, of the Whitewater school, have made their report; now, after a thorough examination of said report, and the testimony taken by said committee,

Resolved, That the charges are not sustained, and that the said professors are fully exonerated therefrom.

Resolved, That the answers of said professors to said charges, together with the written statements of the three higher classes of said school, and all other papers relating to said matter, be placed on file, subject to public inspection.

MISS MARY A. WEST, the efficient county superintendent of Knox Co., Ill, said recently, in an address before the State Teachers' Association, at Springfield:

The next need of our country schools is *a well-arranged course of study*. All the arguments brought to prove the necessity for such a course in city schools are equally applicable here: indeed, they have greater force here, because the difficulties and the needs are greater. Ever since taking charge of the schools of Knox county, the securing of such a course has been one of my main objective points. And we have made such progress toward it, that I feel safe in telling you, to-day, that it is not, as so many think, an impracticable thing; on the contrary, it is decidedly practicable and practical. To secure it, requires only good common sense, determination, and patience on the part of all concerned, with perhaps a little extra grit thrown into the composition of the county superintendent. To wisely prepare such a course, and see that it is properly carried out, brings up the need of a *wise, intelligent, conscientious, patient county superintendent.*

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ENTOMOLOGY IN THE COMMON SCHOOLS.

In some states, teachers are subjected to a more or less rigid examination on the rudiments of zoology as a pre-requisite to their holding even the lowest grade teacher's certificate. Although such a requisition is not in force in Wisconsin, yet most teachers so fully realize the utility of a knowledge of this branch of science, as well as its availability in the direction of developing the perceptive faculty, that they are disposed, so far as possible, to encourage research in this direction. So fully does the author of the present paper believe that certain qualifications, often regarded as the results of the exercise of a special gift, are due wholly to the use of cultivated perceptions, that he ventures to assert that if to a class uninstructed in zoology, but of otherwise average attainment, the question be put: How many legs has a spider? the few pupils giving a correct answer, pitted against the remainder in a spelling match, will come off victorious in nearly every instance.

The principal difficulty in attempting to explore a portion of the domain of zoological science is to determine in what direction we can put forth our efforts with the fairest prospect of success. It is not necessary to explore regions with which every one is already perfectly familiar. It is by no means conducive to mental growth for a teacher to spend her time in interrogating her coming presidents as to the number of legs a cow has, or whether a cow has two or more horns. Object and oral lessons with regard to things about which one either already knows sufficient or justly cares to know nothing, have deservedly brought some modern methods into disrepute. If, however, the same time and strength be expended in some direction where new and use-

ful facts to be acquired are continually met with, the curiosity is stimulated at the same time that the perceptive faculties are constantly strengthened, and their use in other directions rendered all the more effective.

Let us, then, invite our pupils into a comparatively new world. Let us interest them in the forms and in the habits of the myriad insect inhabitants of the air, the earth, and the flood.

Our first opponents will be the conservative parents, who are always opposed to anything new, as though it must be of necessity wrong. For the father, who is either a farmer or necessarily interested in agricultural products, it will be sufficient to talk of the economical view of the case. We have both beneficial and injurious insects. It is as important that the first be carefully protected, as that the latter be ruthlessly destroyed. The *Coccinellidæ*, by preying upon plant lice, doubtless preserve various kinds of vegetation from entire extermination, and it is no hyperbole to say that the *Ichneumonidæ*, by destroying the thousands of caterpillars which they infest, save as much to the horticulturist and to the farmer, as the potato beetle, and the cotton worm, and the army worm destroy. For the conservative mother there must be another line of thought. She will be sure that the children will be poisoned to death by the bites or stings of the "nasty insects." It will take patience to make her believe that most insects, most spiders, and most snakes are thoroughly innocuous. Spiders, short of the tarantula, are terrible only in appearance; there are, perhaps, not more than half a dozen species of venomous snakes in the United States; and wasps and bees rarely pick a quarrel. These facts should be encouraging. To the last statement, it may be added that the gentlemen of the family are entirely trustworthy, and may be handled with impunity, as the stings are invariably confined to the gentler (?) sex.

But she may object, that she doesn't want her children taught to catch and kill insects. Such instruction will make them heartless, bloodthirsty, inhumane. As a question of ethics, however, what could she say to this? Which is the better? that the beautifully variegated butterfly, in his magnificence, shall be treated with a drop of chloroform or some other anesthetic, by means of which he shall sleep himself gently into oblivion, and afterwards be the object of admiration for children who should be taught to wonder at the works of creation, and honor and love their author, or that he shall be battered by the winds and the rains until the inclement season of winter freezes his

life slowly away, if he has luckily escaped being torn in pieces while yet alive, in order to help fill the maw of some insectivorous bird?

But, objections aside, are there any of the fraternity who would willingly do something in this particular direction? Assuming the answer to be yes, let us see what we can first do.* Let us secure a knowledge on the part of the pupils of what an animal is. It is perhaps needless to say that this definition must not be given to the pupils, but obtained from them. The words in which their thoughts are embodied may not always be the best, but they can be changed by judicious suggestions until the result embodies the three points of *life*, *sensation*, and *voluntary motion*, by which we provisionally segregate animals from other created things.

Object lessons must then follow, by means of which may be drawn from the pupils the various characteristics of the four main divisions of the animal kingdom. Tangible visible objects from which to educe these ideas are a necessity. A living snake whose vertebræ may be felt, or a few still connected vertebræ from the skeleton of any quadruped will answer the purpose—for the *vertebrates;* any myriapod (thousand-legged worm), easily found under stones, in damp places, or under the bark of decaying trees, is excellent for the illustration of the peculiarity which characterizes the *articulates*; snails, from the river or from the woods, supply material for developing the idea of *mollusks,* and we may even illustrate the radiates if we bethink ourselves of the crinoids which fill our lime-stone rocks, or of the hydra which may be easily obtained from almost any fresh water pool, in the summer, and which a pocket lens will render sufficiently large for purposes of illustration. Star fish from the salt water, if obtainable, are of course excellent, and preferable for this latter purpose. Having thus fixed the four grand ideas which underlie the Cuvierian classification of the animal kingdom, let us not linger among the verte-

* The author of this paper is not striving here for a philosophical representation of the deductive or inductive system of instruction, but is only trying to indicate a method by which, in his experience, he has succeeded in accomplishing results. He might insist that a practical mode must be philosophical, even though to some the plan here marked out may appear to be an unwarrantable combination of the two modes of philosophical disquistion.

Many teachers will find a preliminary lesson advantageous. This lesson should develop:

1. Definition of natural history, as distinguished from political or national history.

2. Some distinguishing characteristics of the three great kingdoms of nature: the mineral, the vegetable, the animal.

3. The convenience of a separate investigation of these kingdoms, and the names of the sciences hence resulting, to-wit: mineralogy, botany, zoology.

brates where most are at least fairly well acquainted, but let us turn our attention to the *sub-kingdom* or *branch articulates.**

Let the pupils then be encouraged to bring in representatives of the branch of *articulates,* of any kind whatsoever. By this means, sufficient material will soon be collected to enable the pupil himself, under the guidance of the teacher, to form a division of the branch somewhat as follows:

1. Articulates with six, eight, or many legs; breathing by means of pores opening along the sides of the body; integument moderately hard.

2. Articulates with ten legs; breathing by means of gills; integument usually very hard.

3. Articulates with no legs; breathing through an exceedingly porous skin, or by frequently inconspicuous organs at one extremity of the body; integument soft.

The learner will thus have separated the *branch* or *sub-kingdom* into three groups of individuals. These groups are technically denominated *classes*, the first class comprising *insects,* the second *crustaceans,* and the third *worms.* Thus all the articulates collected and examined have been arranged in these three classes. Any new captures can at once be assigned to their proper place, and the nucleus of a cabinet is formed. Henceforth let no member of a class be found away from his closely-related fellows, and among those whose relationship is plainly more remote. Now to proceed.

A closer examination of the individuals thus classified as insects, accompanied, or rather preceded, by still more extensive collections on the part of the pupils, will lead very easily to a further subdivision into groups. There will be found:

1. Insects with three distinct parts to the body, viz: head, thorax, and abdomen; with six legs; usually with wings.

2. Insects with but two distinct parts to the body, the head and thorax being closely united; with eight legs; without wings.

3. Insects with many distinct parts, from ten to more than one hundred; with two or four legs to each segment of the body below the head; without wings.

We will denominate these groups *sub-classes,* and call them res-

* It is of paramount importance that the correct term be always employed for the division under consideration. The teacher should not carelessly confound the words class, order, genus, etc., etc., but always give each its proper place and hence a definite significance; for here, as in every other direction, example will be found vastly more effectual than precept.

pectively by the names *true insects, spiders*, and *myriapods*. Individuals belonging to these sub-classes must now be kept by themselves. By this time, though reason asserts that our field of investigation has been constantly narrowing, yet experience has so sharpened the vision and whetted the appetite that a requisition upon the pupils for more materials wherewith to further sort out individuals by reason of other resemblances that force themselves upon their attention, will be filled at once, and so numerously that all will begin to believe, if not partially realize, that the portion of the territory to be surveyed is almost illimitable. O. S. WESTCOTT.

(To be continued.)

SPELLING REFORM.

I am in my seventieth year, and find the subject of English Orthography is, for the fourth time within my recollection, and for the fifth time within my knowledge, receiving special attention.

1. When a boy, I recollect a book of my grandfather's, in which the words were all spelled in the simplest manner, without commas, semi-colons, or other points in the body of the book, but in place thereof, a few pages of each in the last of the book, with direction to the reader to pepper his dish with them to suit his own taste. Of the history of this effort to simplify our orthography, I have little information.

2. About the year 1825, a Baptist clergyman in Vermont was impressed with the idea, that a large amount of time and money was needlessly expended in "learning to spell," and conceived it to be in the line of benevolent action to devise a remedy. Being a man of considerable talent, he succeeded in awakening an interest in the matter, and in inducing friends to furnish means to publish several books with the words spelled in accordance with his scheme. But after bankrupting himself and his friends, the matter was abandoned, and the world moved on as before.

3. About 1840, there was another paroxysm. I was then teaching an Academy in central New York, and recollect a letter I received from a leader in the movement, proposing to make us a visit, and to make our Academy one of the pioneer schools in this reform. In this letter, he stated that he had no doubt that "within five years, all books and periodicals in the English language would be printed in

accordance with the advanced ideas." It needless to say that his sanguine anticipations have not been realized.

4. About 1858, I took charge, for a time, of what was then Brockway, now Ripon College. I found there two students, both teachers of Stenography, and both having a wider reputation than was good for them as students, as lecturers before teachers' institutes on the subject of Phonetics. Their spelling was, I hope, in accord with their reformed standard, for it certainly was not in accord with any other. Having to make more corrections in the spelling of their compositions than was pleasant, I asked one of them to stop for a private interview, when the following conversation in substance took place:

Teacher. I think you would do well to pay more attention to spelling, even if you have to pay less attention to other studies.

Student. I have no patience with spelling, and I am confident that in a very short time, no one will be expected to conform to the present recognized standard.

T. Fortunes have been expended in attempts to reform our spelling, but with no permanent results. Why do you expect to succeed when so many have failed?

S. They failed because they did not go far enough. We propose to have a distinct character for each sound, and that no character shall represent more than one sound.

T. In that case you will need to use new letters, and virtually to make a new language. What charaters do you propose to use?

S. That has not yet been settled, but the matter is to be discussed at our next convention. It has been suggested that we might use Webster's notation, as far as practicable, so as to introduce but few new characters. But the subject is not free from difficulties.

T. Why do you not make use of your short-hand characters, if they are, as you maintain, most easily made, and best fitted for the use designed?

S. That has been proposed, and I should favor it, and I think it not improbable, that at our next National Phonetic Convention, it will be adopted.

T. Why not go a step farther, and make your short-hand phonetic alphabet, the alphabet for all nations, so that a given character shall represent a given elemental sound in whatever language?

S. That, too, has been proposed, and I have little doubt, that within three years, a World's Phonetic Convention will be called to meet at Paris, and that this will be adopted as the World's Alphabet.

T. When your World's Convention are together, and have adopted the improved and simplified alphabet, just induce them to let the *same sounds represent the same ideas in all languages*, and we shall have not only a common alphabet, but a common language for the whole human family.

As our great rebellion began within the prescribed three years, it is perhaps allowable to attribute the failure of the scheme to this cause. At any rate, I think the World's Phonetic Convention has not been yet called.

5. It is now proposed to secure a simplification of our orthography, by a more gradual process; and many able scholars are giving the matter their earnest attention. It is to be presumed they have not undertaken so great a work without first sitting down and deliberately "counting the cost"; without surveying carefully the difficulties to be encountered; without a definite idea of the end to be ultimately reached. I presume they "aim at perfection," and will not be satisfied until we have a distinct character for every elemental sound, and no sound represented by more than one character. But how long will be required to attain this by a *gradual* process? Noah Webster attempted some reforms in the direction of simplifying our orthography, but with the weight of Yale and Amherst, and the common sense of the nation in his favor, the "Cambridge swells" quote from Quinctilian, "*Usus est norma loquendi,*" and challenge us to point out a case where the best Cambridge scholars have spelled traveler with a single l, and so with other words; and so successful have they been hitherto in their clamor, that the red tape gentry at Washington inform us that they have not felt at liberty to follow Webster, in deviating from usage, and have accordingly directed that in all records at Washington the orthography of Worcester and not of Webster shall be followed. If so little progress has been made in so long a time, in cases calling so loudly for reform, can any man now living expect the end prescribed to be reached within the time of his great-grandchildren?

But suppose the end reached, what shall be done with all the books now printed? Shall they be destroyed, and their place supplied by new books, printed in accordance with the reformed orthography and reformed characters; or shall we have two languages, the ancient and the modern English, like the ancient and the modern Greek, the ancient American and the modern; the one to be studied for every day use, and the other for becoming acquainted with the writings of our predecessors?

But I am pursuing this train of thought too far. My object in writing was to suggest a doubt whether, if the reform be deemed practicable, it is really desirable. Is not "learning to spell" as well fitted to develope mental power, at an early period of mental growth, as anything which can be substituted for it?

One of the principal objects of study is to secure the power of concentrating the thoughts upon one object, and shutting out everything else. This power is not acquired in a day. It requires a long continued process of study, just adapted to the power of the student. If the study is above the mental power acquired, it tends to weaken rather than strengthen; just as muscular power is increased by *suitable* exercise, but weakened when *overtasked*. It is painful to witness the obvious over-strain of a bright little scholar, trying to analyze a problem too hard for him; and it is still more painful to know that the result of this over-strain is to weaken instead of developing mental power.

It seems plain to me that memoriter studies should be almost exclusively pursued until the child is about ten years old, and this conclusion seems to me to be borne out by an unusual amount of experience in teaching. Among these memoriter studies, learning to spell seems entitled to the highest place, and next to it the tables in arithmetic, including addition, subtraction, multiplication, and division, with those of compound numbers; and next, suitable lessons in geography.

Give me a scholar who at the age of ten is a good reader and speller; who can accurately and rapidly add, subtract, multiply, and divide, without pretending to give a reason why or when he should add, subtract, multiply, or divide; and let him have a tolerable knowledge of elementary geography; and if at the age of fifteen his attainments do not compare favorably with the attainments of those who have substituted something else for these memoriter drills, I will consent that you may attribute his failure to my fault, and not to that of his previous training. C. C. BAYLEY.

Waupun.

MAN wastes his mornings in anticipating his afternoons, and wastes his afternoons in regretting his mornings.

MAKE no more vows to perform this or that; it shows no great strength, and makes thee ride behind thyself.

THE ENGLISH LANGUAGE.

A writer in a former number of *The Contemporary* takes up the much discussed subject of pronunciation and spelling in our language, and makes some very pertinent suggestions to which we would call attention; for if anything can be done to simplify these difficult acquirements, no pains ought to be spared to accomplish that end. He attributes the present lack of uniformity to the fact that at the outset no principles were laid down by Anglo-Saxon writers, and when the Normans came into England, they added to the confusion already existing, by the arbitrary introduction of their own unsettled speech, which was soon further increased by Latin and Greek derivatives. In the development of our language there have been greater changes in pronunciation than in orthography, and hence the suggestion is made that perhaps a return to original utterance, in many words at least, would greatly facilitate the acquiring of the language. This certainly would be far easier than to bring about a uniform method in spelling. It is evident that the spelling has been comparatively stable. It is therefore more reasonable to change that which is already mutable, than to remodel that which is fixed. Another reason for making the change in pronunciation is that the spoken language is far less extensive and copious than the written, and hence the labor would be proportionately less. Even if the phonetic system of spelling were introduced, there would still be the necessity of learning first of all the right pronunciation. A few examples will illustrate these points.

Take the words *soul* and *sole*, the Irish pronunciation of the first word, *sowl*, would at once distinguish it from the other, and besides would allow us to give the original, and probably the correct sound to the word — and this leads us to the statement that what we call "Irish brogue" is in many instances the correct method of pronunciation.

To show the corruption of pronunciation, take that class of words in which *r* is followed by a consonant, *lord*, *hard*, *pork*, and instead of giving the full rich sound of *r*, the words are corrupted into *laud*, *haad*, *pawk*, and this pronunciation is not only given in the fashionable circles of English society, but we hear it among the swells of our country. In such case the lower classes have given the tone to the upper, for originally this debased pronunciation belongs to the uncultured and ignorant. It is only a short time since we heard a

young man crying out, as he passed along the aisles in the cars, *aw-in-jiz, aw-in-jiz? paas, paas?* Of course, he meant oranges and pears.

A less infamous but hardly less corrupt pronunciation occurs in calling Derby *Darby*, Sergent *Sargent*, Greenwich *Greenitch*, or Norwich *Noritch*. The simple fact is that cultured people have learned these outrages from jockeys and plow boys. But how is the best pronunciation settled? The writer referred to answers: first, that is best which gives mentally most distinction of sense; second, other things being equal, that is best which is best heard. We have room for only a few illustrations under each head.

There is a difference between the words for, fore, and four. We often pronounce them so nearly alike that that the distinction of sense is lost. An Irishman, however, would make the distinction clear. In the words flour and flower we fail to make the distinction, because we are so afraid of the letter *r* as to force a short vowel into the first word, and pronounce it *flouar*. In the words half and calf, we omit the sound of *l*. Originally the *l* was sounded, as it is now in elm, helm, shelf, etc. We have also given an arbitrary pronunciation to words beginning with *ps*, *kn*, and a few other double consonants. Now, in German or Greek, no one finds any difficulty in pronouncing these sounds, and nothing but laziness has induced us to make knave and nave, knight and night sound alike. So if the *ps* in psalm were sounded, we should never have seen the order, "send me 2 sam bux." The second condition of right pronunciation, viz: that is best which is best heard, other things being equal hardly needs demonstration.

Our purpose has not been to write out a theory on this question, but simply to call attention to a point in education which has always been considered a point of importance. Much time is spent in learning to spell, and much that is certainly useless. We have arrived at a position, where a good speller gets no credit, but a bad speller gets much shame. We are of the opinion that if more attention was paid to pronunciation, and some rules were settled on, ambiguities could be avoided and our language greatly simplified. T. P. SAWIN.

Janesville.

NEVER open the door to a little vice, lest a great one should enter.

WHAT we need most is not so much to realize the Ideal as to idealize the Real.

SIX REASONS FOR ABOLISHING TARDINESS.

There is a very grave and serious evil connected with the attendance on the public schools, which greatly cripples their usefulness. It is the carelessness prevailing among parents and children, concerning promptness at school; and we beg for a thoughtful consideration of the reasons given below for a reform.

No parent who cares for the best welfare of his children, can fail to be earnestly desirous that they obtain the best culture, moral and intellectual, which is possible to them. Hence he has a right to *demand* that his own children and those of his neighbors shall be forming a spirit and temper, and acquiring habits which shall help them to become good and useful members of society.

This, then, is the first argument which we have to urge. A habit of carelessness is fostered by tardiness, which will cling to them through life, and bring to themselves and their friends great unhappiness. Reflect how many hours are wasted daily, how many valuable opportunities lost, by the pernicious habit of carelessness concerning appointments.

Second. A spirit of lawlessness is thus engendered, which in after life brings forth bitter fruit. Continual transgression of a known law, which is understood to be just and right, cannot fail to produce contempt for *all* law.

Third. A spirit of selfishness is cultivated; for, if by making a little greater exertion, so much benefit might result to a school, it is certainly cultivating a selfish love of ease to refuse to make that exertion.

Fourth. A spirit of cruelty is fostered, for a pupil must harden his heart when he declines to discontinue a practice which so annoys his teacher.

Fifth. A pupil loses that pride in his school, which leads him to strive to make it distinguished for its high merit. And every teacher knows there is no more inspiring motive than this to incite scholars to high and noble endeavor.

Sixth. And this is a serious point — the child loses a portion of his own self-respect. We long to see our boys manly, and our girls womanly, and to that end we should leave no means untried to cultivate in them that honest pride of character which scorns to do that which has once been shown to be wrong or foolish.

Parents, let us think on these things. A high trust is confided to our care, and let us fear to mar the work we are trying to accomplish — the building up of a fine and noble character — by our thoughtlessness or our selfishness. A. R. SPRAGUE.

Evansville.

SELECTED.

SKETCHES OF THE UNIVERSITY OF WISCONSIN.—VII.

JOHN P. FUCHS AND OTHERS.

The selection of John P. Fuchs, M. D., as special instructor in the German and French languages, by the regents, in 1854, followed by his appointment to the chair of modern languages and literature, in 1855, resulted in his having but a brief connection with the institution, at that period, as he resigned his professorship the next year, to locate in Milwaukee, where he published and edited a newspaper during the Fremont campaign. However, upon the resignation by Prof. Pickard of the chair previously occupied by himself, he was again called to that office. This was in 1861. He discharged the duties of the position until the autumn of 1867, when his chair was abolished.

Dr. Fuchs was born in Paramaribo, Surinam (Dutch Guiana), in 1823. His father was a German from the Rhine provinces of Prussia. The son left South America in 1831, for Holland, where he went to school. At the age of sixteen, he entered the Friedrich Wilhelm gymnasium at Cologne, but soon returned to Holland to attend lectures at the university of Leyden. He afterward studied at the universities of Bohn, Heidelberg, and Berlin. At the age of twenty-five he was able to pass government examination, and was awarded the title of doctor of medicine. He then went to Paris and practiced in the public hospitals, paying especial attention to surgery.

In 1849, Dr. Fuchs visited the United States, but soon returned to Europe, where he married, coming again to this country in 1851, to stay permanently. He lived first in Philadelphia. He emigrated to Wisconsin in 1854, when he became a resident of Madison, and soon commenced instruction in the University. After leaving the institu-

tion, in 1867, he returned to Milwaukee, to teach in the high school of that city. He afterward moved to Chicago, and engaged in the practice of his profession, where he died on the sixteenth of November, 1876. Dr. Fuchs was a close student, and skillful as a physician and surgeon. He wrote for numerous domestic and foreign periodicals.

The resignation, in 1855, of Prof. Fuchs left vacant the chair of modern languages and literature in the University, which was filled the next year by the election of Auguste Kursteiner, J. U. C. Prof. Kursteiner continued to occupy the chair until 1858, when, in July of that year, by an ordinance taking effect on the fourth Wednesday of September following, the regents declared all schools or chairs of instruction abolished, and all appointments to the same null and void. Upon the "reconstruction" of the University, under this ordinance, Prof. J. C. Pickard was elected to the place previously occupied by Prof. Kursteiner.

In August 1868, the regents of the University elected Addison Emery Verrill A. M., to the chair of comparative anatomy and entomology, his instruction to be given by lectures. He continued a non-resident professor of the institution until June 1870, when he resigned, He was born at Greenwood, Maine, the ninth of February, 1839, and was educated at the Lawrence scientific school, Harvard University. Since 1864, he has been prosessor of zoology in Yale College, and is a member of numerous scientific societies. He has published largely upon zoology in American scientific periodicals. Prof. Verrill has been one of the associate editors of the *American Journal of Sciences and Arts* (Silliman's) since March, 1869. Among scientists of the United States. he occupies a prominent position. His residence is New Haven, Connecticut.

The board of regents, at their January meeting, 1857, created by ordinance, a department of theoretic and practical engineering, but deferred for a time the election of a professor to the chair thus established. Instruction was subsequently given by Thomas D. Coryell in that department — continued by him until the beginning of the civil war, when it was laid aside. However, the taking charge by Colonel W. R. Pease, in 1868, of that department so long vacant but then known as that of "engineering and military tactics," resulted in its complete organization. In 1869, the regents changed the chair to that of "military science and civil engineering," Colonel Walter S. Franklin, S. B., being appointed to fill the position. He contin-

ued in that office one year, when he resigned. Subsequently, "mechanical engineering" was added to the department.—C. W. BUTTERFIELD, *in the University Press.*

NORMAL SCHOOLS.

Normal Schools are solely for the purpose of preparing teachers for the public schools of the State. The results of the first school placed at Albany, at whose head stood the renowned and lamented David P. Page for five years, were so satisfactory that seven other schools have been organized in various parts of the State [New York], and supported by liberal annual appropriations. There is really need of two more at least, if not of three: one in the Champlain district, one on Long Island, and one, perhaps, in the southern tier of counties; for the whole question of the value of our public schools turns *upon the kind of teachers employed.* A good teacher will have a good school. Stately buildings may affect the beholder, and costly desks make a pretty show, but they cannot *educate.* The tendency is to underrate the work of the man or woman who is to meet with the boys and girls of this generation face to face. One fact should be fixed — *we cannot get too good teachers.*

The normal schools are necessary. But the present work of the normal schools is, mainly, to instruct the pupil in studies he should pursue elsewhere. We take the broad ground that the normal school should not be required to give instruction in reading, writing, spelling, and arithmetic. It can do a better thing for the pupil; these studies he can pursue elsewhere. The normal school should teach him what he could not get elsewhere — namely, the "Principles and Practice of Teaching." Suppose a young man proposes to be a teacher. He enters a normal school, and, being found deficient in spelling, etc., is sent into its lowest class. In the course of two or more years he may graduate. He now seeks a school, and finds out that he is not a first-class teacher, although a normal school graduate. This happens in many instances; the result is, the school is depreciated in the eyes of the graduate, and of the community. Now, this may result from two causes: First, he may not be of that kind of timber of which teachers can be made. If so, he ought to have known it before he gave two years of preparation, and the State ought to have known it before it expended so much upon him. Secondly, having

been required to give a great proportion of his time to *text-book work*, and very little to the practice of teaching, he really goes out poorly fitted as a teacher. The result is the fault of the school.

What the State wants is *good teachers;* it expends $160,000 annually for this purpose. This is not too great a price to pay; it can afford to spend $200,000. But is the present plan the one that will secure the best teachers, and the most of them? We think not.

A better plan would be: (1) to admit no one who is not qualified to teach (as the popular saying is); (2) to begin to instruct them at once in the science of teaching. The point aimed at should be *skill in instructing others;* the pupil should feel every day that he is learning how to manage and instruct a school; (3) to have a course that could be finished in about eighteen weeks, and to give *all* a certificate *good for one year;* (4) to have two such courses each year; (5) to arrange so that pupils who desired five years, ten years, or life certificates, could return after a term's absence employed in teaching, and obtain more instruction and more practice in teaching.

The result would be, that we should have 4,000 or 5,000 going out from the normal schools each year; for they, when relieved from the task of instruction in the ordinary branches, could partially prepare *all* who should enter as pupils. Those who were successful, would return for better certificates, so that, eventually, there would be a class to graduate from each normal school who would each be, from instruction and practice, skilled and successful teachers.

The time has certainly come, when the normal schools can do more for the schools of the State each year, than send out between 200 and 300 graduates. As many are women, and they are soon married, the influence of the graduates is constantly diminishing from the day they graduate.

The writer is a graduate of the Albany normal school; his stay in the school was but little over one term. He felt then, and feels now, that the school was the foundation of his success as a teacher; but it was the instruction received in the Principles and Practice of Teaching that was a benefit. The instruction in the usual branches of knowledge is not superior in the normal schools to that in many other schools in the State. Those who come to the school to be instructed as teachers, should only ask specific, and not general instruction — instruction to fit them as teachers, and which cannot be obtained elsewhere.— *N. Y. School Journal.*

COUNTRY SCHOOLS — III.

Self-Improvement. — It is incumbent upon all teachers to continually study and improve themselves. This is especially true in regard to those who, for any cause, have been deprived of the opportunity for a thorough professional preparation. The new subjects investigated should be in the direction of natural history, mental philosophy, and general history and literature, as these are most neglected. Several of these subjects may be taken up in direct connection with school-work, and the improvement of the teacher made incidental to his class duties. For example, a teacher has never studied botany, and he wishes to give some elementary instruction to a class of children upon plants. He would do well to procure some little work, like Miss Youmans' "First Book in Botany," or Gray's "How Plants Grow," for the purpose of getting the method of study. Then let him commence with the leaves, observing their form, edges, and structure, and so go on, by almost imperceptible steps, from an observation of the parts to a comprehension of the whole. The pupils would be greatly interested and improved by the process, but the teacher would receive the greatest benefit, and, by continuing the process, he has the power to make up, in a great measure, for previous deficiencies.

The summer schools for professional instruction afford teachers an admirable opportunity for studies in the direction pointed out, and it becomes a question of grave moment, whether a teacher who neglects these opportunities, or who has not sufficient energy to overcome the ordinary difficulties in the way of attending these schools, has the desire for the improvement, the energy, and the will, which are necessary to successful teaching.

Details of Work. — The course of study prepared for country schools, is founded upon the same general principle as that for graded schools given at length in the chapter upon "Course of Study." It was necessary, however, to condense the longer course in regard to time, and the studies to be pursued, so as to adapt it to the needs and conditions of the country schools. The problem to solve, was to prepare a course that should broaden the present instruction, introduce more rational methods, provide for more practical work, and stimulate teachers to higher endeavor, and at the same time not to set the standard so high as to be unattainable by a majority of teachers now employed, and so to act as a discouragement rather than an incentive to effort. The changes in the present practices which this course of study proposes

are entirely practical, as has been proved by actual trial in many schools, and there is no good reason why the better results which will follow from the adoption of this improved course may not be realized in all parts of the country.

The Alphabet. — Pupils should be taught to read by the word or the sentence methods. The unit of attention, in the former, is the word; in the latter, the sentence. The former is better known, and more extensively practiced; but the latter, which is comparatively new, is doubtless more philosophical, and will lead to better results, when adopted. The details of these methods must be obtained from manuals of insruction, or from living teachers. By either of them, the letters are learned incidentally, while the pupil is intent on the idea or thought represented, and the least possible amount of time is directly spent for this purpose.

Reading. — Sentences should always be read as a unit, and the pupil should not be permitted to pronounce each word as though disconnected from the others. In all primary reading, pupils should fully understand the thought before trying to express it. They should never be allowed to read what they cannot understand, and they should always express the thought from the book, as they would the same thought in conversation. By observing these simple directions, the conventional school-drawl may be broken up, root and branch, and an onerous mechanical exercise may be changed into an interesting and intelligent one.

Spelling. — An almost complete revolution is recommended in teaching the art of spelling. As soon as the pupil learns a single word or sentence, let him be taught to copy it on his slate. The first copying should be with the printed characters, to more quickly familiarize him with the form of the letters, but these should gradually give place to the script letter, so that by the end of the first year script letters are used exclusively. This copying of lessons from the chart and book should be continued as a daily exercise for at least three years, although it will not be necessary to copy all the lessons. Before the close of the first term, the pupil should also commence writing descriptions of objects, beginning by telling one thing, and increasing the amount until full descriptions are given. In this way, spelling and penmanship are both taught incidentally while other lessons are studied, and the time for teaching them directly is saved. By this method, the pupil never guesses at the spelling of a word; never spells orally except with the written or printed characters before him; never

hears or sees a misspelled word; and he spells every word he knows correctly. The words that he does not know, he does not try to spell until he has looked them out, and this leads to good spelling all the time.

Object-Lessons. — The object-lessons are systematized, and from the very first are made to include the element of the sciences. They are made so progressive, that any teacher of ordinary intelligence can give them, and gradually become acquainted with the science of which they form a part in the way already pointed out. More or less time may be given to this part of the instruction, depending upon the condition of the school and the skill of the teachers. It may be made to constitute the best half of teaching, awakening mental activity, and storing the mind with the most useful knowledge. These object-lessons may frequently be made general for the whole school, thus affecting another saving in time.

Rural Affairs. — It is a fact much to be deplored, that in country schools there are no exercises which take into consideration country life. The occupation which absorbs the greater part of the people, and all its varied and contingent interests, are scarcely recognized in school-work. Children, fresh from the farm, with an extensive, but unsystematized knowledge of the farm processes, and an active interest in them, are set to tasks which have no relation to these activities, and which usually are abstract and uninteresting. A rational system of instruction would seem to indicate that the first step in the school-work shall be to make the child conscious of what he already knows, to arrange knowledge in proper order, and to stimulate observation and inquiry in the very direction in which the mind has already been developed.

These country children know a great deal about plants, their names, their forms, their uses, and their manner of growth. A little stimulus only is necessary to excite a great interest in the general subject of plant leading on by short steps to systematic botany and vegetable physiology. They know also a great deal about domestic animals, their characteristics, their habits, and their products. Starting from this knowledge, it is easy to lead them to make further investigations in the same direction, cultivating their perceptive powers in the most efficient manner, and storing their minds with knowledge that reaches out toward the material word on the one side, and toward the phenomena of life upon the other, and indispensable as a basis to a wide and general culture. The knowledge which the child has in regard

to bees and other insects; to the succession of farm processes from seed time to harvest; to the manipulations necessary to produce a crop and prepare it for the market; and to the processes and products of household labor and economy — all can be turned to good account in the process of education, doubling the interest in study and increasing the products manifold.

In following this method, the teacher is but obeying one of the most fundamental of all the laws of mental development, proceeding from the known to the unknown, and making the previous experience of the child the basis for its future growth. Besides the advantage to the child itself, this method aids education in other ways. It takes away from instruction the reproach of being unpractical, it excites an interest in all school affairs on the part of all parents, and it leads to continually more intelligent action in home and farm affairs. We may hope it may also have the effect of leading to a higher appreciation of country life, and of arresting the present tendency of migration toward the cities, and the abandonment of the farm for trades or for the professions. — From "*Principles and Practice of Teeaching*," by JAS. JOHONNOT: *Published by D. Appleton & Co.*

THE "SPELLING REFORM."

When any one speaks of the "Spelling Reform," he is immediately met with such inquiries as these: What is meant by this "reform?" Where and how did it originate? What has it accomplished? These questions I propose to answer briefly in the following sketch:

In 1874, at the annual meeting of the American Philological Association, held at Hartford, Connecticut, the president, Prof. March, of Lafayette College, in his inaugural address, introduced the subject as follows: "When there is talk of improving language, the first thing that a man who uses the English language thinks of is the spelling. It is of no use to try to characterize with fitting epithets and adequate terms of objurgation the monstrous spelling of the English language. If all the words in Webster's Unabridged Dictionary, and all beside that Dr. Fitz Edward Hall has found or made, they would hardly make a suitable impression in these days of exaggeration. Spelling is often thought of as child's work, and of little serious moment, but it is by no means so. The time lost by it is a large part of the whole school time of the mass of men, and with a large majority

of those who are said to read, and who can read if you give them time, it is a fatal bar through life to that easy and intelligent reading which every voter, every human being ought to have at command." At the annual meeting held at Newport, R. I., in 1875, the president, Prof. Trumbull, of Yale College, again brought the subject before the association. In his address he said: "There are indications of increased interest in this subject. The popular mind seems awake as never before to appreciation of the difficulties, eccentricities and absurdities of the standard English cacography. The 'spelling matches' which last winter became epidemic, had their influence by bringing more clearly to popular apprehension the anomalies of the current orthography, and disposed many to admit with Mr. A. J. Ellis, that 'to spell English is the most difficult of human attainments.' Among scholars there is little difference of opinion on the main question—Is reform of the present spelling desirable?" Subsequently at that meeting, a committee, consisting or Profs. Whitney, Trumbull, March, Child and Haldeman, was appointed to take the matter into consideration and report at the next meeting.

At the meeting, held in New York in 1876, the committee presented a report containing, in eight sections, a statement of fundamental principles in accordance with which reform should be attempted. Briefly summarized, these declare that while the sole office of alphabetic writing is to represent spoken speech, yet a representation of the nicest varieties of articulation is not needed, and room may be left for individual and local peculiarities; that in changing the mode of writing a language, regard must be had to what is possible as much as to what is desirable; that the first step is to break down the prejudice which regards the established modes of spelling as having almost a sacred character and as being in themselves preferable to others; and that the Roman alphabet is too widely and firmly established to be displaced, and that in adapting it to improved use for English, efforts should be directed to a uniform use of it in conformity with the usage of other nations. This was a long step in the right direction. It gave a safe starting-point. That starting-point was the Roman alphabet which contained originally but eighteen articulations, every one of which is in general use, not only in our alphabet, but also in that of other languages. The committee determined to make this the basis of their plan, and accordingly at the next meeting of the association, held at Baltimore in 1877, it made a report in which it was stated that there are eighteen Roman letters, rep-

resenting in English nearly the same elementary sounds which they represented in Latin, and that four other consonant sounds have now special signs appropriated to them, and consequently the following twenty-two letters shall remain as now: a (as in far), b, c (= k), d, e, f, g (as in go), h, i (as in pit), l, m, n, o (as in so, go), p, r, s, t, u (as in full, pull), v, w, y (as in yet), z. There are three short vowels unknown to the early Romans, and without proper representatives in English, for which we need new letters. These are the vowel sounds heard in *cat*, *not*, *but*, and for these new letters, modifications of a, o, and u are proposed. We have five elementary consonants represented by digraphs, viz.: th (as in pith), th (=dh as in then, thine), sh, zh (as in azure, fusion), ng (as in sing). For these and for the two sounds represented by ch (as in church), and g=j (as in gin, jet), new letters are wanted. Thus according to this scheme, the alphabet consists of thirty-two letters, ten of which are new to us, although the early English (Anglo-Saxon) had a character to represent the sound of a in that, and distinguished th (as in thin) from th=dh (as in then), the the latter being simply a crossed d. Were we now to use all these new characters at once, it would make a great change in the looks of many words, and consequently the committee recommended the gradual introduction of new letters and spellings, such for example as the use of only those new letters which resemble the displaced ones in form, and the dropping of silent letters.

Dr. Trumbull, in 1875, in his address before mentioned, proposed that a list of words be made for which amended spellings might be adopted. Acting on this, and on the assurance that several influential papers would use a few amended spellings, the association at its recent meeting, held at Saratoga in July last, recommended for general adoption in writing and printing new spellings for the following words: *have*, *give*, *live*, *definite*, *infinite*, *are*, *guard*, *catalogue*, *though*, *through*, *wished*, these words being representatives of classes in which changes are desirable and easy to make. In their changed spellings these words appear in the following form: *hav*, *giv*, *liv*, *definit*, *infinit*, *ar*, *gard*, *catalog*, *tho*, *thru*, *wisht*. The chief change, it will be seen, consists in dropping silent letters, especially final mute e after a short vowel, as is illustrated in the first five of the above words. These are good examples of the proposed "reformed spelling." Are they really the frightful destruction — bringing havoc, making the foes of English, which many supposed them to be? Are they not rather the dictations of common sense trying to tear itself loose from the unreasonable bonds imposed by expediency and sanctioned by custom?

Such has been the action of this learned body of men, the originators and promoters of this movement which promises so much for the bettering of our language. Out of their action grew the International Convention held at Philadelphia, August 14–17, 1876, and in that convention originated the Spelling Reform Association, which has taken up and is now carrying on the work begun by the older society. The association held its first meeting at Baltimore in 1877, and adopted the alphabet and recommendations of the Philological Association. At the annual meeting in July last, the number of words for which new spellings are recommended, was limited to three of those above given, viz.: *have, live, give*, which exemplify but one principle — the omission of mute e after a short vowel. The reasons adduced for this were that more extensive changes would not receive such general adoption, that compositors and proof-readers could easily follow these few changes, and that, while they would puzzle no one, these changes would accustom readers to the beginnings of a reform, and would impress them with the idea that a reform is desirable. — R. H. CAROTHERS, in *Pa. School Journal.*

MORAL EDUCATION.

By this is meant the kind of education a human being should receive at all hazards. So many still think it is done by sermons! So many still think only clergymen can do it! So many still think it can only be done by professing Christians! So many still think it is of no consequence! And worse yet, so many are utterly incapable in spirit, life, or knowledge to instruct in morals! How can a young girl of no seriousness of character, whose whole soul is given to her ringlets, make any serious impression upon her pupils? The folly of most of the so called educational official action will make its appearance at last in the way the public live. There never was greater hollowness in life than at present; and how can it be otherwise? John Jones gets John Smith in the adjoining school district, to give his son or daughter a "place to teach." They neither of them think that THE SCHOOLS ARE FOR THE CHILDREN. Not at all that, but to give Lucy Jones a chance to earn some money; she don't expect to teach morals; she couldn't. Thus have our schools fallen!

A valued correspondent sends us an article from the *Tribune* on this theme:

"President Chadbourne, of Williams College, said to the Massachusetts teachers, at their recent meeting: 'If all moral and religious education is neglected, we shall some day be swallowed up by corruption. We want the same deep sense of responsibility and moral honesty that the Puritans possessed, though we want by no means to go back to those days. Enforcement of the principles of honesty, love of law, respect of labor, should never be forgotten, and we should ever aim to develop honest manhood and womanhood. Education does not consist in mastering languages, but is found in that moral training which extends beyond the school room to the playground and street, and which teaches that a meaner thing can be done than to fail in a recitation.'

"If it be good to find a college president interesting himself in the common schools, it is doubly good to have from his lips a presentation of the greatest need of those schools. For, assuredly, there is no larger want in them just now than the want of simple, practical, moral training. Education, in its true sense — to amplify President Chadbourne's sentence — is not the cramming of certain facts and rules into the hard little head of a young Adam; it is the training that shall make his mind and moral nature malleable for the work of life; that shall cultivate honesty as well as mathematical capacity, truthfulness as well as linguistics, that shall send the boy out to his labor with a clean soul as well as a clever head.

"Of course, there would be no use in expecting in the Gradgrind sort of teacher the moral inspiration that could make him guide, with a practical little sermon here and there, his group of boys to higher life. But the teacher who goes to his work with his sense of its immense importance, with a realization of his obligation to something higher than a board of education — such a teacher holds a tremendous power in heart and voice. In heart we say — for it is the practical Christianity that moves to good living and thinking that is wanted, rather than the cut-and-dried morality of a third-rate dogmatist. A child may be given an upward bent with a single sentence coming in a happy moment, but that sentence must be a thing of spirit; never mind the form. We do not advocate long moral sermons in the schools, but let there be a constant current of quiet instruction in the things that go to make men and women true, honest, and high-minded. Fifteen minutes, for instance, could well be spared from a day's German instruction if they went to make two or three boys feel keenly that cruelty, of which there is far too much in schools, was a stupid and sneak-

ing thing. Not long ago, in a Western school, a boy received such savage and merciless treatment from his mates that he died a day two after from his injuries. What sort of education is it that does not teach children to feel themselves degraded by brutality like this? It is folly to leave all moral training to home and parents; the hours in which a child comes under those influences are more than balanced by the hours of school and play. Instruction in good living, if it be not continuous, like daily bread and sunshine, is of small account; and instruction in good living, given constantly, with simplicity, with heartfelt sincerity and kindness, is what children especially need to receive from their teachers. What shall it profit a boy, if he leaves school skilled in figures, but untaught in the manly honor that would make him an upright man of business? Or a girl, if with her grammar and rhetoric she has not learned to speak the words of truth, of unselfishness, of Christian charity.— *N. Y. School Journal.*

MORAL SUASION AND COMPULSORY EDUCATION.

Moral suasion is the best of school-masters, but how will he manage compulsory education? This is a serious question. Does not moral suasion need to be reinforced now and then by Mr. Hickory-Hazel-Come-Along? Would it not be better for certain obstreperous youths, whose ears are not open to the gentle tones of love and reason; would it not be better for society, to exercise a little coercion to force such youths to school, and make them behave themselves when there? Strange as it may seem, a large proportion of the friends of compulsory education laws are opposed to corporal punishment in the common schools under any circumstances. Unruly boys have no alternative but to "be good" or go into the streets.

An Indiana teacher has just been fined two dollars and costs for chastising a pupil. If the boy was as insufferable a torment as we have known, the privilege of trouncing him would be cheap at ten times this cost. But the generally approved method now, in all cases of insubordination, is to suspend the pupil and report to the directors, who lecture the youth, and send him back or expel him from school. Without doubt, this is the easiest course for the teacher; simply to open the door, and turn the bad boys into the street, to find their way in time to Bridewells, reform schools, and county jails. What say the champions of compulsory education to this? Is this what you

want? If not, will it not be best for coercion and moral suasion to compromise, so as to keep school together?

If anybody has followed the history of the boys who have been suspended and expelled from public schools, in any of our large towns or cities, he will confer a favor upon the tribe of naughty youths just fledged, and upon community at large, by giving them the benefit of his observations. Moral suasion is the best of school governors, but will some one please tell us how it is to benefit the boys who are bounced into the streets before they have made the acquaintance of this gentle spirit? There are still a good many people, including a number of school boards, who believe that the most of these boys would learn to take moral suasion, with a mild decoction of hazel bark at rare intervals, while without this corrective they would never acquire a taste for it. There is certainly very little moral suasion in the reform schools to which so many unschooled boys are driven. Herded with thieves and pickpockets, they must learn to submit to jail discipline. A school board assumes a fearful responsibility when, in the name of moral suasion, it thrusts the youth of the commonwealth into lanes and alleys to avoid the disagreeable task of disciplining them in their schools, as good parents would do at home. "The whole need not a physician," and if no children are allowed to remain in public schools except those who have been well governed at home, the task of the teacher and school board is greatly lightened; but how seriously are the benefits of the common school restricted? Now, that men are asking how far our system of education is responsible for the vices of the troublesome elements of society, would it not be well to revise some of our school rules which relieve teachers from educating the very class of girls and boys who receive least wholesome training at home, and therefore need public school training the most?—*Chicago Weekly Journal.*

SCHOOL GOVERNMENT.—It requires coolness of judgment, evenness of temper, a sunny disposition, considerable knowledge of human nature, and ripe experience, to govern the primary school. The discipline there is not the rod, the frown or angry word, but love. The heart of the little pupil must be reached; but you can never possess it by harshness. The human disposition is so varied that the means you would employ to secure the earnest attention of one child would utterly fail you with another. Your resources must therefore be as

varied as the dispositions with which you have to deal. Discipline in such a case, whilst being a lively reality, must not be perceptible to the eye of the child. You must seem to govern, not by the rule of authority, but by the mild and tender dominion of love. When once confidential and loving relations are established between teacher and child, you are on the highway to success, for the same knowledge and skill by means of which you reached its heart will enable you to reach its mind. Such ability comes largely by nature alone, and sometimes from intelligent observation and practical experience, and whenever such ability is found, it should be placed where it can be made the most effective.

The young teacher, just fresh from her own studies, is accustomed to the method of instruction through which she has just passed, and is generally oblivious to the fact that the tender minds committed to her charge cannot comprehend the mode of speech which it is but natural that she should adopt from her own experience. The result, too often, is that the judgment of failure is pronounced upon her. Intelligent relations cannot exist between her and her pupils, and the children, failing to become interested in her efforts, allow their minds to wander, and soon their little bodies sympathize with their minds and wander too, resulting in a perfect bedlam, with the school room in a state of anarchy. — SAMUEL HARPER, ESQ., *before the Pittsburg (Pa.) Teacher's Institute.*

ENCOURAGEMENT. — Pupils need encouragement to sustain, instruction to aid, and direction to guide them. This is the legitimate work of the teacher. But how shall the teacher encourage? How shall he instruct? How shall he guide? How much encouragement would there be to a pupil in giving him a long rule in arithmetic to commit to memory, and then in keeping him after school hours to get it over, because he could not repeat it in the exact language of the book? How much instruction is there in such a course? In what way will such teaching help a pupil to become a better man or woman? The devil wants no better place to commit his most hellish deeds — that of blasting and stupefying and rendering thoroughly impotent the minds of children and youth — than a school room where such teaching is done. He wants no better servant than the teacher who persistently follows such a course. If such a system of teaching were the prevailing practice, it would not be long until

we would be a nation of incarnate fiends. May God help us to root out the of profession of all such rote teachers.—*Normal Teacher.*

WHAT STANLEY DID FOR GEOGRAPHY.

Stanley gave nine months to the exploration of the Lualaba, or rather to the Livingstone, as he called it, and as it must be called for all time. Before he went out on this mission we knew there were two rivers—the Congo and Lualaba. We knew that the Congo ran into the Atlantic Ocean, but its source was lost in cataracts. The Portuguese were content to scatter a few settlements about its mouth, and trade for gums and ivory along its banks. But it was an unknown river beyond the cataracts. We knew there was a river in the middle of Africa called the Lualaba; we knew it had a swift current, that it was a river of large volume. But beyond that we knew nothing. Some had one theory, others had another. Livingstone was convinced that it ran into the Nile, and who would question even the theory of so great a master? What Stanley did was to show that the Congo and Lualaba were one and the same; that the Congo, instead of losing itself among the rapids, was to force itself into the very heart of the continent; that the Lualaba, instead of going north and submitting to the usurping waters of the Nile, was to turn to the west and force its way to the sea; that these two rivers were to disappear from the map, and be known as one river—the Livingstone; that this river was to be 2,900 miles in length; that for nearly ten degrees of longitude it was to be continually navigable; that its volume was 1,800,000 cubic feet a second; that the entire area it drains is is 800,000 square miles—in other words, that here was an immense waterway 3,000 miles into the center of Africa, navigable, with the exception of two breaks which engineering science can easily surmount—a waterway into a tropical empire, rich in wood and metals and gracious soil, in fruits and grains, the sure home of a civilized empire in the years to come. As Petermann, the eminent German geographer, puts it, Stanley's work was to unite the fragments of African exploration—the achievements of Livingstone, Burton, Speke, Du Chaillu, Baker, Cameron, of all the heroic men who have gone before him—into one consecutive whole, just as Bismarck united the fragments of the German people, lying about under various princes and dukes, into one grand and harmonious empire.

Even as Bismarck had created Imperial Germany, so Stanley created geographical Africa. — JOHN RUSSELL YOUNG, *in Harper's Magazine.*

LECTURES IN JAPAN.

The lecture course in question has been in operation for about two years, and is certainly a most laudable enterprise, originating in the intense desire on the part of some of the younger men to popularize modern knowledge and modes of thought. Indeed, upon the young men of Japan rests its success or failure in the wonderful effort now being made to open it to Western civilization in its broadest sense, and there are many here who comprehend the immensity of the task and are resolved on its accomplishment. The lecturers in the course have hitherto been natives, but in the series to be given this year, Prof. Morse and myself have been invited to take part. The experience of my introductory address was so novel that I can hardly ever expect to be placed in a condition more peculiar with surroundings more unusual to me. We rode in our jinrikishas to the theatre, the distance being two or three miles. Arriving at the door we removed our shoes, as shoes are never worn inside the houses here. The wonderfully clean and soft matting which covers the floors, takes away any unpleasantness which you may feel in falling into this custom, and, indeed, rather induces you to believe that it is the proper thing to do. Near the door we noticed a great number of small wooden tablets, with strings attached and numbers upon them. These were the "checks" given for the shoes left at the door by the natives. One does not wonder at this custom after seeing the Japanese shoe, which is almost universally a kind of wooden clog, consisting of a wooden base, upon which the foot rests, elevated by two transverse wooden strips, which elevate the foot about four inches from the ground. I do not imagine that they tend to increase the ease or grace of pedestrianism, but they possess many advantages as regards cleanliness. They are secured to the foot by means of two bands or ropes crossing over the front part of the foot, and secured by being held firmly between the great toe and its next-door neighbor. These shoes are quickly slipped off and on, and if the streets are quite muddy, the stocking or bare foot, as the case may be, may remain quite immaculate.

We were taken in by the rear entrance, and after being led up a

narrow stairway, we found ourselves in front of the audience. About six hundred persons were present, all seated upon the floor in their peculiar fashion, and listening quietly and attentively to the address which was being made when we entered. It was strange to see scattered all over the house small trays containing teacups and a teapot full of hot Japan tea, which, by the way, I find a most agreeable drink. A great many were smoking, using their very diminutive pipes, the bowl of which will hold a small pinch of tobacco. This, of course, requires that they should have the means of frequently lighting the pipes, and with every teapot is found the answer to this demand in the shape of a small box containing an earthenware jar filled with ashes covering a few live coals. The "hibachi," as it is called, is one of the commonest sights in Japan.

We were escorted across the hall in the rear of the speaker to a somewhat more exclusive place, on one side where the matting was covered with carpet, and there were actually a couple of chairs, which were offered to us, but we sternly resolved to have none of them, and seated ourselves upon the floor, among some of the Japanese officials who were present.

When we arrived, the audience was being addressed by Prof. Kikuchi, a native who fills the chair of Mathematics in Imperial University. * * * * * * * * * * *

Thus far the addresses were all in the Japanese language, but it was now my turn and of course an interpreter became a necessity. The Chairman arose and began talking to the audience, and hearing my name prononnced, I advanced and stepped upon the platform. After a somewhat lengthy introduction in which I could now and then detect the word "America" and once the word "Ohio," and which I would have given something to understood, I began. I confess the situation was sufficiently embarrassing. I was standing in my stocking feet before an audience of five or six hundred men, all sitting upon the floor, and not one able to understand a single word in the language I was obliged to use. I was greeted by hearty round of applause which went far toward "taking the edge off." To one not accustomed to it, speaking through an interpreter is no child's play. There is no opportunity of getting warmed up to your work. No No sooner do you begin than you must stop. When you say a thing which you fondly imagine a good thing, you cannot detect the slightest recognition of the fact in the face of your auditors. You must quietly wait and try to enjoy seeing them applaud the wrong man.

My interpreter was Mr. Agi, one of the native professors in the University, and I have every reason to believe that my words lost nothing of their value in the transformation which they had to undergo. My lecture on tnis occasion was only a short introductory address, in which I outlined briefly the subjects of which I should speak during the course. — DR. T. C. MENDENHALL, in *Ohio Ed. Monthly.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

ORDERS.

Q. Is it the duty of the district treasurer to pay all orders, out of the funds in his hands, in the order presented?

A. Yes, if there is money in the appropriate fund. All orders should be drawn on the proper fund, in the form given in the code (No. 24, p. 138). The treasurer should govern himself accordingly, and not pay orders for repairs, wood, etc., out of the "school money," or money raised or received from the state for teachers' wages.

Q. Suppose the clerk issues orders on the treasurer, payable to such and such persons, or their order, can the town treasurer pay such orders out of the district funds in his hands, and turn over the same to the district treasurer, with remaining funds, having been forbidden to pay such orders by the district treasurer?

A. In the first place, the revised statutes (section 1675) provide that no school district orders "shall be, or shall be deemed to be, negotiable, according to the custom of merchants, in whatever form they may be drawn or made." The town treasurer, therefore, has nothing to do with district orders. Whether forbidden or not, he pays them at his risk. If properly drawn, they would not be offered to him, probably.

TAXES.

Q. By mistake, the amount of tax returned and collected was $100 short of that voted. What can be done?

A. A special meeting can vote a tax, and to borrow the money, under section 474, following also section 427.

Q. By mistake, the clerk returned a tax for $185 for repairs, instead

of $85. What shall be done with the extra hundred dollars? Who shall hold it? Is the clerk liable for the mistake?

A. The money will remain in the hands of the treasurer, and, if not wanted for repairs, may, by vote of the district, be applied to any other lawful purpose. The clerk is not liable to any penalty for the mistake.

LETTING TO LOWEST BIDDER.

Q. Has the district a right to let the job of furnishing the wood to the lowest bidder, at the annual meeting?

A. No such power is given to a district, in section 430. They vote such a tax as may be deemed sufficient to secure a school house, and to keep in repair and furnish the same with the necessary fuel and appendages. The board is expected to carry out the vote or votes of the district, under sections 434 and 435. The district can make bargains or contracts only through its board. If the district instruct the board to let the job of furnishing the wood to the lowest bidder, they may feel at liberty to do so.

Q. Can the county board let out the job of furnishing stationery for the county superintendent?

A. The county board has nothing to do with the matter, except to allow the sum, within the limits of the law, certified to be necessary by the superintendent. The case is different as to other county offices.

THE TEACHER.

Q. The teacher was requested to keep the ashes in a barrel in the entry. The board and all others knew of it. The school house burned down, and it is thought the fire originated from the barrel. Is the teacher responsible?

A. No. He should have known better, to be sure, and the board also; but upon them rests the responsibility.

Q. May a teacher forbid pupils, speaking a foreign language, to use it at noon and recess?

A. No, that would be arbitrary. The pupils must have reasonable and enjoyable recess. They may be encouraged to use English, as much as may be, but not forbidden to use the language with which they are more familiar. It cannot be considered wrong, and is not forbidden by law.

Q. I contracted to teach four months, at $1.25 a day. The board now claims that I must make up Thanksgiving, Christmas and New

Year's, because I did not teach on those days. Is this just? I have taught 80 days, including those three?

A. Unless your contract otherwise provided, the 80 days, including the legal holidays, make the four months, whether you were paid by the day or the month.

Q. If a teacher is hired at so much "a month," and nothing further is said, is a calendar month to be understood?

A. No. The law interprets the teacher's month (code, section 459).

CERTIFICATES.

Q. When a new county is formed from another, are the certificates held by the teachers in the same valid any longer?

A. They must be considered good for the whole territory for which they were given, until they expire by their own limitation, but subject to the provisions of section 451.

Q. A certificate having been annulled, on proof of lack of knowledge of arithmetic, may the decision be recalled, on request of all the district but one man, in order that the teacher may finish the school?

A. That would not be proper. It might be possible for the teacher, by diligent study, to become able to get a limited certificate in a short time, and then resume and finish the school. Of that the examiner would judge.

CONSTITUTIONS AND MENTAL ARITHMETIC.

Q. Are teachers to be examined hereafter in the "Constitutions" and in mental arithmetic; I see the law is changed?

A. Yes; the revision of the statutes omitted "Constitutions" from section 450, probably by inadvertence, but the legislature has restored them. Teachers are to be examined in "arithmetic." The examiner will still test them in mental arithmetic, if he understands his duty. The one word covers the whole ground. The examiner will judge for himself whether it is necessary to have two sets of questions. The law intends no relaxation in severity of examination.

WRITING LETTERS IN SCHOOL TIME.

Q. May the teacher suppress private letter-writing in school time, even if parents approve of it?

A. Yes; that there may be order, pupils should spend school time in school work. If one may write letters, another may read novels, a third embroider, and so on. Of course letter writing, at proper times, as an exercise in composition, directed by the teacher, is very commendable.

POWER OF TEACHER.

Q. Can a teacher require a pupil to study a given branch, if one named in the law, if the parent is opposed to it?

A. The supreme court of this State, as has been repeatedly announced, has decided that he can not; that if a parent directs that a child shall not study a certain branch, the teacher can use no compulsion in the matter.

Q. Can a teacher use compulsion, in any case, in regard to branches not required by law?

A. Such branches are to be introduced into a common school, if at all, by the action of the board. It would be quite proper that the teacher examine as to the fitness of any pupils to take up such additional branches. He would perhaps have done this already, and recommended to the board the formation of classes in such branch or branches. It would not be his province in any case to compel any pupil to join such classes. Compulsion is always to be a thing of last resort, and in this matter especially, is not to be used by the teacher.

TEXT-BOOK ADOPTIONS.

Q. Are adoptions made under the former laws still binding after the three years expire, under the provisions of section 440, and until the State Superintendent consents to a change?

A. Such adoptions are binding, as provided in said section. This is the proper construction to be put upon the last period of the section. Consent to make a change would ordinarily be granted without any difficulty, it may be presumed.

INTRUDING PUPIL.

Q. If a pupil, not having any right to attend the school, persists in coming, can such pupil be excluded from the school-house by force?

A. This would be lawful. If circumstances are such that the teacher does not care to resort to force, then recourse may be had to the remedy provided in section 4572 of the revised statutes.

ABOLITION OF A FREE HIGH SCHOOL.

Q. Can a town which has established a free high school, vote to abolish it?

A. No provision is made in the law for such action. Failure to vote the means to carry it on would have much the same effect.

EDITORIAL.

An examination of the Revised Statutes near the close of the session of the Legislature, revealed the fact that no provision had been retained by the revisers to fill vacancies which might occur in the office of county superintendents. Under the old statutes, the State Superintendent was authorized to appoint persons to such vacancies. A bill restoring the former law passed both houses under suspension of the rules, and was signed by the Governor in the last three days of the session.

The fact should be remembered by our county superintendents at their examinations this spring, that over *three thousand* teachers in excess of the number of our public schools, were employed in the State last year. This means the introduction of a large element of poorly qualified teachers, those who reduce the average wages of competent teachers to the lowest rates, and drive such teachers from the service. It is an unpleasant duty, but one which must be sternly performed by these officers, to reject all applicants for certificates, who, in ability and character, are ill fitted to teach in our schools. Those who fail may grumble, and their unreasonable friends may threaten, but the welfare of the schools committed to the trust of the superintendents, demands imperatively this protection from their hands.

The law relating to the examination of teachers, was amended by the Legislature this winter. Hereafter, all applicants for teachers' certificates, must be examined in the constitutions of the United States and of Wisconsin. This is simply restoring the provision on this subject, which was omitted in the Revised Statutes.

Early in January, a circular was sent to the county and city superintendents, inquiring whether, in their opinion, the teachers should be required to pass an examination in the constitutions. Answers in the affirmative have been received from nearly all these superintendents. On the point of making this study optional in the public schools, these officers are divided; the majority favoring a change in the statutes so that the study may be taught, like United States History, only in those schools which desire to pursue it. The law on this subject was not amended. But in practice, the constitutions are not usually studied in our schools, except where classes have been prepared to take up the study.

On the 3d of this month, copies of the Annual Report of the State Superintendent were delivered to the members of the Legislature. The practice of waiting for the Annual Reports of other State officers to be issued, for more correct returns from school officers to be received, and for the accounts of the condition of the State, Literary, and Charitable Institutions to be published, before the Superintendent can obtain materials with which to complete his own report,

has prevailed for ten years, and cannot, under the present system, be avoided. No one would be satisfied with imperfect tables of statistics. One institution would complain if the report of another was included, and its own not presented, and yet that one is not forthcoming until weeks after it is needed. The defect here experienced, may be partially remedied by the Superintendent issuing, on the meeting of the Legislature each winter, his annual statement, to be followed by the documents and the tables as soon as they are received and prepared.

THE State Board of Charities, in their Annual Report this year, referring to the action of the Trustees of the Institution for the Deaf and Dumb, in the retention of the present superintendent, make use of the following strong and pertinent words:

"If such men as have stood at the head of this school, and as are these trustees, are to be sacrificed to a wild, unreasonable public clamor, who, as well fitted for their work, will be willing to take their places? We appeal most earnestly to the people of the State of Wisconsin, to pause and consider these things. *The loudest complaints against the characters of public men, not infrequently come from persons of the vilest habits of life. If an election or appointment to office is to be the signal for the foulest aspirations, then dishonest ambition will come to wear the crown of public honors, while patriotism and purity will shrink from exposure to the dangers of public life.*

We find that such of our citizens as become familiar with the condition of our public institutions, are the least disposed to find fault with their management, and are the most reliable in the support of their managers. We have found this to be especially true in the present instance. We have gratefully received many expressions of confidence and approval from our prominent and influential citizens. The demands of a mere clamor are always unreasonable and unsafe. The loss of public wisdom is a public disaster, as nothing can be so easily done and so well managed as when the press and people remain calm and impartial."

A COMPULSORY educational bill passed the Legislature at the last session, under the title "To secure to children the benefits of an elementary education." It was ably championed in the Assembly by Hon. John Brindley, of Boscobel, who introduced the measure, and it received the unanimous support of that body. In the Senate, it was supported most earnestly by Hon. Wm. T. Price, the president *pro tempore* of that house, and passed by the vote of 20 to 7. The bill is similar to the one which received the favorable consideration of the Assembly a year ago, and was lost in the Senate.

It is unquestionable that the more intelligent tax-payers demand that the children shall be educated in the schools which they are compelled to support. There is justice in their demand. Again, since the training of our schools tends to diminish crime and destitution, a much less number of our youth must not be allowed to reach maturity in ignorance of the common school studies, and without an experience of the restraints practiced in our public schools. The purely vol-

untary system fails in securing a large per centage of attendance of the children. In our cities, less than 49 per cent. of the children of school age attended the public schools last year. Of those between four and fifteen years of age in the whole State, only 69 per cent. were enrolled in that time in these schools. Only about 5 per cent. of the children were instructed in private schools. The great number of absentees from the schools must increase the feeling that more rigorous measures should be adopted to secure their proper education.

The principal question now before us is, whether the people will observe the provisions of the law. Such a statute is very popular in European countries, where it has been tried a sufficient length of time, and it is said that no prominent man in those countries would now advocate its abolition. In some sections of our own country, the measure is growing into decided favor after being in force a few years. If the school boards of the State will take an interest in the law, and enforce it in a prudent and efficient manner, they will make it the source of incalculable advantage to the State. Let an intelligent and healthful sentiment in support of it be awakened throughout the State before September next, when it goes into effect.

Not so many institutes as usual will be held this spring. More county superintendents are each desirous of securing a two weeks' institute next summer and fall. So much of the fund was expended last fall in conducting institutes, that the committee in charge thought it best to discourage the organization of the usual number. Besides, they were deprived this spring of one of the regular conductors, who now serves as the President of the Platteville Normal School.

We have before referred to the fact that only about one-half of the teachers in our public schools receive any benefit from these institutes. Our leading educators take great pride in this means of instruction; and our teachers, who are thus instructed, are earnest in their praise of this work. We must expect this year a decided increase in the attendance. County superintendents will urge upon their teachers the necessity of reform in this matter. The school boards must not penuriously object to their teachers spending one or two weeks at the county institutes, during the term time of their schools. Persons who wish to prepare themselves for the exercises of the institutes to be held this year, can procure copies of the syllabus in advance from their county superintendents; and can thus be assisted to take a more active part in these exercises.

THE Legislature treated the Free High Schools of the State in a very generous manner the past winter. They passed, in the first place, a bill which allowed all such schools in operation under the old Free High School law, to receive their share of the State aid; as the Revised Statutes stood, only seven schools out of eighty-five could be thus helped. To this bill there was not expressed any opposition. As soon as it passed, the $25,000 raised last year toward the support of these schools, was distributed among them, on the basis of the provisions of the former law.

Subsequently, another bill was carefully considered in both houses, and this proposed radical amendments to the Statutes on this subject which had been in force since the first of November. In the Assembly, it was amended in several features. The limitation of five years in which any Free High School can be aided, was adopted. School districts not in cities or incorporated villages, but maintaining graded schools with at least two departments, and with twenty-five pupils prepared to enter High School classes, may be organized into Free High School districts. The provision authorizing the appointment of a committee to visit all the Free High Schools, and report upon their condition and compliance with the law, was rejected by the Assembly. This is a measure that should have been adopted, and will be demanded by nearly all the schools at no distant day.

In the Senate, the bill was further amended by allowing the boards in charge of these schools to determine, with the advice and consent of the State Superintendent, the course of study to be pursued in the schools and the minimum standing for the admission of pupils on their examination. The principals of these schools must, hereafter, be graduates of Universities, Colleges, or State Normal Schools, or pass an examination in the studies which they are required to teach in these schools. The Senate, also, accepted the provision that the district boards of the Free High Schools not in cities, nor established by towns, nor in incorporated villages, nor co-extensive in their territory with such villages, shall be composed of the usual boards of those districts. The bill, as finally enacted, received the almost unanimous support of both houses.

A pamphlet edition of the law as amended, with proper instructions and explanations, will soon be issued by the State Superintendent.

The several amendments of the general school laws will also soon be issued in pamphlet form.

THE Statute relating to the annual reports of school-district clerks, was so amended this winter, that hereafter the classification of the ages of school children is not required. To return all those in attendance and not in attendance upon our public schools, who are in the three classes from four to seven years of age, from seven to fifteen, and from fifteen to twenty, demands a large amount of labor, and the statistics thus obtained are comparatively of little value. Some years, no notice has been taken of them by the State Superintendents, or by other school officers. This past year, special effort was made to ascertain the percentage of attendance of the children between four and fifteen years of age, and the results of this effort are given in the Annual Report of the Superintendent. Next year, the clerks of the school boards will be requested to give only the number of children between four and twenty years, in the State, and the number of these enrolled in our schools. This arrangement will be satisfactory to very many who have experienced great trouble in securing accurate statistics on this subject.

AN amendment to the school law was adopted lately by the Legislature, limiting the amount of school district tax be raised annually. Hereafter it cannot

exceed five per cent. of the assessed valuation of the property in the district. The benefit of this amendment will be realized mainly in the northern part of the State, where the lands of non-residents or of large corporations have been exorbitantly taxed some years for the erection of plain school-houses, or for the maintenance of small schools.

THE law has been made very stringent in denying to any member of the district school boards, the privilege of teaching in the schools under their charge. It says that "no person employed as a school director, clerk, or teacher, shall hold the office of school treasurer in the same district."

No further legislation having been perfected this winter, in regard to text-books, the laws upon this subject of course remain in force just as they were. They are embraced in the following sections of the School Code, or the Revised Statutes: 430 (sub-division 13), 436, 440, 514, 503, 501.

MESSRS. COWPERTHWAIT & Co., Philadelphia, remind us, through their agency at Chicago, that Warren's Geographies, Greene's Grammars, and Monroe's Readers, are used in Wisconsin schools, and that the name of the firm should therefore be added to the list on page 77, of the February number of the Journal. Address F. S. Belden, Western Agent, 25 Washington street, Chicago.

COURSE OF STUDY FOR COUNTRY SCHOOLS.

Considering the liability of any thing attempted in this line to run into unmeaning, mechanical monotony, the following extract from the address of Pres. Sabin, of the Iowa Teachers' Association, is worthy of consideration:

"The attempt has been made to remedy some of the difficulties of country school work by county courses of study. If such a course tends to unify and simplify the work, the effort is in the right direction. If, however, it prescribes an undeviating line: if it marks out only a straight furrow in which teacher and pupil must walk, "Indian file," it will work only evil. There is no conceivable good in substituting one rut for another. Such a course may be made so helpful and suggestive as to add to the teacher's self-reliance; it may be so minute and imperative, as to form a convenient crutch upon which the teacher hobbles over the ground. It seems to me that a course of study for ungraded schools might be formed, setting forth what parts of each branch demand the most attention, and the essential relations of the various steps through which the pupil should advance, embracing also some simple instructions in methods. It should contain some suggestions and pointed cautions in regard to oral lessons; it should also be so framed as to render it easy for a pupil passing from the country to a city school, to find a place in the grades with little loss of time. Some points easily attainable, which always characterize a good school should be

designated, with a few general directions regarding matters in which the County Superintendent knows his teachers and schools to be most efficient.

The course of study which is most desirable, is one which gives the teacher something about which to think, as well as something to do; which awakens the teacher to newness of life; which gives him a sense of freedom; which maps out the course, points out the destined harbor, and leaves him to be Captain of his own ship.

SPRING INSTITUTES, 1879.

County.	*Place.*	*Time.*	*Duration.*	*Conductor.*
Portage.....	Amherst	March 10..	2 weeks..	Prof. Graham.
Dane (1st Dist)..	Sun Prairie.....	March 24..	1 week ..	Prof. Graham.
Fond du Lac....	Fond du Lac.....	March 31..	2 weeks..	Prof. Graham.
Green Lake.....	Princeton	April 14...	1 week ..	Prof. Graham.
Richland.....	Richland Center..	March 17..	2 weeks..	Prof. Salisbury.
Rock (1st Dist)..	Evansville	March 31..	2 weeks..	Prof. Salisbury.
Green.....	Juda	April 14...	1 week ..	Prof. Salisbury.
Crawford.....	Prairie du Chien..	April 21...	1 week ..	Prof. Salisbury.
Clark.....	Colby	March 17..	1 week ..	Prof. Thayer.
Clark.....	Greenwood.....	March 24..	1 week ..	Prof. Thayer.
Monroe.....	Tomah.....	March 31..	2 weeks..	Prof. Thayer.
St. Croix.....	Baldwin	April 14...	1 week ..	Prof. Thayer.
Outagamie... ..	Appleton.....	March 24..	2 weeks..	Prof. Emery.
Columbia.	Portage	March 31..	1 week ..	Prof. Hutton.

W. C. WHITFORD,
W. H. CHANDLER,
W. E. SMITH,
Institute Committee.

MADISON, WIS., February 6, 1878.

CORRESPONDENCE.

We are pleased to hear from a Wisconsin teacher in a neighboring State. We have frequently noticed that teachers who leave Wisconsin, by no means forget her:

HARLAN, IOWA, February 22, 1879.

SUPT. WHITFORD,

Dear Sir:—Enclosed please find $1.00 for the Journal. I have read it since 1870, and can not get along very well without it, even when outside the State. You will doubtless remember me when I tell you that I am a member of the class of "74" from Platteville. You were one of the examiners. I have taught since that time, two years in Wisconsin and two in Iowa. I have a school of 186 pupils now in three departments. We shall have four departments in the school during the summer. The country here is comparatively new, but is rapidly settling up with people who are desirous of having good schools.

Our salaries are good, viz: $100 per month for principal, and $50 for assistants.

I am glad to learn that Prof. Graham will do some institute work in this State next fall. I assisted in the four weeks institute held in this place last fall. We had between sixty and seventy teachers in attendance, most of whom were very desirous of fitting themselves for more thorough teaching, and better work in the future. We expect a larger class next fall. Very respectfully,

W. W. G.

NEW PUBLICATIONS.

GRUBE'S METHOD. Two Essays on Elementary Instruction in Arithmetic. By Louis Soldan, Prin. St. Louis Normal School. Chicago: Vaile & Winchell. 44pp. Price 25 cents.

Grube's Method discards large numbers, for children, and teaches all the operations within the range of each of the small numbers, in succession, comparing each with the preceding one. The nature and benefits of the method can best be learned from the book. The writer proposes, if circumstances permit, to issue a primary arithmetic based on the same method.

SLATE DRAWING BOOK. Messrs. A. H. Andrews & Co., of Chicago, have issued a third edition of Pres. McGregor's nice little Drawing Book, which we have already noticed. The merit of the book is that the lessons are easy, practical, philosophical, and progressive.

COWPER'S TASK. J. P. Lippincott & Co., Philadelphia, have added to their list of Annotated English Poems, Cowper's Task. The list now embraces Gray's Elegy, Goldsmith's Deserted Village and his Traveler, Scott's Lady of the Lake, and the Task, as above. It is a good healthy sign that these standard poems are called for in the study of English literature.

THE ELEMENTS OF ENGLISH ANALYSIS. By. S. H. Carpenter, LL. D. Madison: W. J. Park & Co.

This book appeared some months ago, but we take occasion to say, as it is advertised on another page, that like every thing else from Dr. Carpenter's pen, it it is very terse and clear in statement, and accurate in treatment. A new system of diagrams is used, which is not so meagre as to be obscure, nor so complicated as to confuse. We think all teachers, who like to do good work, will like this book.

THE EIGHTH ANNUAL REPORT of the State Board of Charities and Reform, a neat volume of 241 pages, discusses: I. The Board and its Work; II. Pauperism; III. The Labor Question, Tramps, the Insane, etc. (miscellaneous papers); IV. Crimes and County Jails; V. State Charitable and Correctional Institutions; VI. Private Benevolent Institutions. An appendix contains a report on the Delevan Investigation, and a Paper on Religious Instruction in Public Institutions. The Report, as a whole, is full of interest.

NOTES.

THE city of Neenah has let the contract to erect a new high school building for $14,510.

THE compulsory education law of this state does not go into effect before the first day of September next.

DECORATION DAY, May 30th, was made a legal holiday by the legislature of the state, at its recent session.

GOVERNOR SMITH has appointed J. D. Wyatt, of Phillips, the superintendent of the schools of Price county.

THE cities of Seymour, Outagamie county, and of Ahnapee, Kewaunee county, were incorporated by the legislature.

SEVERAL county superintendents have already spoken for two weeks institutes to be held in their districts next summer and fall.

THE annual meeting of the State Teachers' Association of Minnesota, will be held at Winona, in August next, with Prof. Whitman, of Red Wing, as the president.

THE erection of Marinette county leaves Oconto county without a superintendent of schools, as Rev. L. W. Winslow, the former superintendent, resides in Marinette county.

SUPT. FLAVIN, of Dodge county, has issued a well-prepared and practical circular to the people of his district. It must aid greatly the school boards and the teachers in their work.

SPEAKER KELLY, of the Assembly, represents, in his district, people who speak twenty-three different languages — all European. Some of these constituents never use the English.

PROF. JEREMIAH MAHONY, a teacher in one of the public schools of Chicago, has become associate editor of the *Educational Weekly*. He writes vigorous and readable articles.

SUPT. PHILBRICK, in charge of the educational exhibit of this country at the Paris Exhibition, declares that the Cincinnati exhibit of scholars' work sent to Paris "had never had a parallel in the world."

THE school board of Oshkosh have voted to purchase eight copies of Nicodemus and Conover's map of the state. They are for sale at the office of the State Superintendent for $4 a piece. The state furnished this officer with 700 copies of the work, to be sold to the public schools and the public offices.

SUPT. CLARK, of the second district, Milwaukee county, writes: "I am pleased to report the schools in this district, as a general thing, in a prosperous condition. Much of this is owing to the institute of last fall."

THERE is a strong movement in some parts of Massachusetts in favor of changing from the old-time custom of having teachers examined by the town school committee, to the plan of examination by county boards.

THE report is received that the legislature of Maine have voted to suspend the public schools of that state for one year. A people who pay their female teachers such stingy wages cannot have great respect for education.

PROF. DWIGHT KINNEY, principal of the public schools of Darlington, writes that they are in a most satisfactory condition. In the high school, 68 pupils were enrolled for the winter term. He expects that the attendance will be the same during the next term.

THE National Educational Association holds its next annual meeting in Philadephia, the last week in July. Already the people of that hospitable city have commenced preparations to receive and entertain the large company of teachers who will be in attendance.

THE public school at Oconomowoc has now enrolled 330 pupils — the largest number ever in attendance. Of these, 58 are in Prof. D. O. Hibbard's room, the principal. The improvement of the teaching in all the departments has been marked and satisfactory during the year.

THE legislature of the state established three new counties this past winter: Marinette, New, and Price. The first is formed of the eastern portion of Oconto county; the second, of the western portion of that county; and the third, of parts of Lincoln and Chippewa counties.

A JOINT meeting of the teachers of Kenosha and Racine counties was held January 25th, at Union Grove. About fifty teachers were present. Among other interesting exercises, a spirited debate was conducted, in the evening, on the subject of "Compulsory Education;" Supt. Sproat, of Racine county, leading in the affirmative, and Supt. Mahoney, of Kenosha county, in the negative. The meeting was pronounced, by all, a success.

THE school superintendent of Delaware is required by law to visit annually every public school in that state.

SUPT. MORGAN, of Winnebago county, has completed the visitation of his schools this winter, and finds them all in good condition.

BOTH Green and Waushara counties hold their usual long term institutes this spring; the former at Juda, and the latter at what place we do not learn.

THE high school department in the north ward of Waupun, under the charge of Prof. E. D. Hicks, has over 40 pupils in attendance, and has not had a case of tardiness in two years.

SUPT. TOZER, of Polk county, has been quite ill this winter, but is now so far recovered as to make arrangements for his spring examinations, which work he will prosecute with his usual vigor.

SUPT. ROBY, of La Crosse, who, in addition to his other duties, taught in the second ward school as principal during the fall term, is now giving his entire time to the supervision of the schools of the city.

THE people of La Crosse are highly gratified that the next annual meeting of the State Teachers' Association will be held with them. Every preparation will be made by them to render the meeting pleasant and useful.

PROF. MILLER, in charge of the public school at Waukesha, writes: "The attendance is greater than at any other time since I have been here. That of the outside pupils has doubled in the last eighteen months."

PROF. A. R. SPRAGUE, of Evansville, has the charge of an educational column, each week, in the Evansville *Review*. His articles are usually original, and are well written and suggestive. One of them appears in this number of the JOURNAL.

PROF. PARK, of the Elkhorn *Independent*, lately published a vigorous editorial in defense of the county superintendency. He takes the position that the progress which our public schools have made in the last fifteen years is due largely to the work done in that office.

SUPT. WALKER, of Manitowoc, looked in upon the legislature, as did a few other county superintendents, the last week in February. Both houses were under the pressure of important items of business, and gave these spectators a chance to see how they operate with their overcoats off.

PROF. KENASTON, of Ripon College, has instituted, this winter, a system of survey in ascertaining the depth and character of the basin in which Green Lake is situated. He finds the water to be 198 feet deep in some places, and very little sediment in the bottom of the lake.

SUPT. NORTHRUP, of Connecticut, says that nearly 95 per cent. of the children, 4 to 16 years of age, in that state, are now attending the public and private schools. He avers that the law for compulsory attendance has combined with the provisions for free schools in securing this result.

EACH of the five ward schools in La Crosse is presided over by a gentleman principal. From three to four hundred pupils are received into each school. These principals, and the teachers under them, exhibit a good deal of earnestness in their work, and take a commendable pride in their schools.

THE winter term of Ripon College has 150 students enrolled. The institution is supplied with a large and able faculty. The buildings are finely situated, and are kept in excellent condition. Care has been exercised to ornament the grounds with trees and shrubbery. There is a wholesome appearance everywhere about the college.

PROF. J. H. TERRY, principal of the high school at Mineral Point, delivered an address, Washington's birthday, before the pupils and the citizens of the place, on "The Ancient and the Modern Statesman." It was published, last month, in the Iowa County *Democrat*. It is a thoughtful production.

SUPT. WYMAN, of Vernon county, regards his schools as now doing the best work they have ever done. He has visited most of them this winter. He has established the practice of placing each term before the pupils and teachers throughout the county some prominent subject, and then holding them to it, until the desired proficiency is reached.

THE schemes laid and executed by both politicians and educators in the state, and by persons outside the state to defeat the text-book bill in the assembly, would form, if written out, an interesting item in the history of text-book legislation in Wisconsin. The mooted point among them is, "Who is to take the prize as the master of intrigue?"

PROF. A. A. MILLER calls the attention of the teachers of Waukesha and vicinity to Miss Swart's article on "The Function of Geography in a Course of Study," which he publishes in *The Freeman*, of that place. It will be remembered that this article was read before the holiday session of the State Teachers' Associ-

ation, and appeared in the January number of the JOURNAL.

PROF. J. H. GOULD, of Madison, Wis., has arranged for the issue of several maps of counties in this state, to be printed either on cardboard or thick paper. The plates of the maps are the same as those used by Snyder, Van Vechten & Co. in the Illustrated Atlas of this state, and are very superior. Accompanying each map is a full description of the area, situation, and boundary of the county it represents. They are sold at retail at 30 cents per copy; at wholesale for one-half this price.

AT the request of Prof. F. A. March, President of the Spelling Reform Association in this country, Prof. T. R. Vickroy, a supervisory principal of the St. Louis public schools, has published "A Fonetic Furst Redur, printed in the Alfabet and Speling ov the Speling Reform Asoshiashun." It contains 48 pages, and can be had for examination or first introduction for 10 cents. It is issued by Van Antwerp, Bragg & Co., Cincinnati, Ohio. Send for a copy. On a single page of the book, we find 71 letters saved by the new mode of spelling.

THE *Herald*, published at Racine, asserted, a short time since, that "It is the sons and daughters of the rich, and those who have leisure, who enjoy the benefits of the high school; and that the poor man, who has nothing but his little home, has to pay his share of the cost of educating the children of his rich neighbors." The *Advocate*, of that city, contained, a few days after, a list of the pupils in the Racine high school, with the following remark:

An examination of the above list shows that of these pupils the children of mechanics number 45; merchants, 25; farmers, 15; day laborers, 15; sailors, 11; manufacturers, 8, traveling agents, 6; lawyers, 3; real estate agents, 5; barbers, 2; doctors, 2; bankers, 2; clerks, 1; hotel-keeper, 1; clergyman, 1; architect, 1; teacher, 1. Total, 144. Are these the "rich" men of Racine?

AVERAGE wages of female teachers, for 1878, in the country districts of Wisconsin were $25.33 per month; and in the independent cities they were $36.53. The average monthly wages of female teachers throughout the state of Massachusetts, in the same time, were $33.01; of Pennsylvania, $31.32; of Vermont, $20.00; of Minnesota, $28.12; of Iowa, $27.84; of Maine, $15.92; of California, $68.24.

WE found the high school at La Crosse occupying all the second floor of an elegant and commodious building, erected last year right in the heart of the city. Intermediate and grammar departments of the public schools are conducted on the first floor. It was very gratifying to step into the various rooms on an extremely cold day, and find the atmosphere in them warm, and kept pure by the excellent system of ventilation in use. Principal Durkee and his three assistants are doing good work in their classes.

IN a recent attendance upon the chapel exercises of the Beloit College, we found at least 120 young men present, the members of the different classes. We were impressed by their vigorous and intelligent appearance. It was a pleasure to meet President Chapin and his able associates in the faculty, and to note the superior work which is done by them in the institution. Permanence and scholarly attainments have been chief features in the history of this college; and these, united with its earnest Christian spirit, will give it greater usefulness in the future.

THE *University Press* is mistaken when it attributes to our state normal schools the introduction of a bill into the legislature, this winter, to abolish the provision in the statutes which authorizes the State Superintendent to countersign the diplomas of the graduates of the state university in certain cases — these diplomas having then all the effect of an unlimited state certificate. What it terms the "normal wing of the opposition" to the university worked strenuously against the bill, and secured its defeat. Neither did the "sectarian colleges" urge the passage of such a bill.

THE Report on Spelling reform recommends, that whenever an amended orthography of the English language shall be proposed, of such character as to command for it the approbation of the Superintendent of Public Instruction and of such others as may be charged by law with the supervision of public instruction in this State, and under such circumstances as to induce the probable co-operation of other States in its support, and such amended orthography shall be embodied in one volume, with any existing dictionary of the English language approved for use in our public schools, said Superintendent shall be authorized to purchase said dictionary, embodying such amended orthography, for sale and for distribution in the public schools of this State; the sale and distribution of such dictionary to be subject to the same limitations as have been heretofore provided by law upon the purchase and distribution of dictionaries in our public schools; and that all legislation upon this subject shall be postponed, until such time as, in the opinion of said Superintendent, and others named, the conditions of this recommendation shall have been fulfilled.

No less than six counties in Iowa have ladies for superintendents.

SEWING is largely taught to girls in the primary and intermediate departments of the public schools of Providence, R. I.

THE Hampton (colored) Normal and Agricu tural School, is said to be exerting a salutary influence, especially in the part of E. Virginia in which it is located.

AT the meeting of the Department of Superintendence (of the National Teachers' Association), lately held in Washington, some eighteen States were represented. The papers presented are well spoken of, and their publication is probable. Ohio, Illinois, and Missouri were represented, but not Wisconsin.

GOVERNOR ROBINSON, of New York, discourses thus, on Normal Schools; he is evidently in need of a little normal education himself:

So far as I can learn, the Normal Schools established in various parts of the State, with two or three exceptions, are wholly useless, and fail almost entirely to accomplish the objects for which they were established, and for which the State is annually paying large amounts of money. I recommend an inquiry into the workings of these institutions, and a discontinuance of those which fail to accomplish the purposes of their establishment.

MICHIGAN University has 1,372 students. Of these, 661 are of Michigan, and 711 from other States and countries. Of professional students, 329 are in medicine and 406 in law. The whole number of students in the literary department is 441. Wisconsin furnishes 34 students, of whom 9 are in medicine and 9 in law The Homœpathic Medical College has 63 students, in addition to the 329 regular students in medicine. It is rumored that the Homœpathic department may be removed to Detroit. The "big pills" and "little pills" do not get on well together.

HARVARD UNIVERSITY,

Admiss'on Examinations

At Cincinnati and Chicago, 1879.

Examinations for admission to Harvard College (preliminary and entire), the Lawrence Scientific School, the Medical Sch ol and the Law School, will be held in Cincinnati, Ohio, and in Chicago, Illinois, on June 26, 27 and 28, beginning at 8 A. M. on June 26.

These examinations, which are identical with those held in Cambridge, are free to all who intend to enter the above departments of the University, and open to others upon payment of a fee of $10.

Persons who propose to pass these examinations are requested to inform the Secretary of Harvard University, Cambridge, Mass., of their purpose before June 15, and to address him for further information.

The admission Examinations of the University will be held at Cincinnati and Chicago each year on the three days following the last Wednesday in June.

The precise place in each city at which the examinations will be held will be announced in the *Cincinnati Gazette* and *Commercial*, and in the *Chicago Tribune* and *Journal*, of June 24 and 25.

TEACHERS WANTED.

$50 to $100 or $200 PER MONTH

during the *Spring and Summer*. For full particulars address J. C. McCURDY & Co., Chicago, Ills.

BEST business you can engage in. $5 to $20 per day made by any worker of either sex, right in their own localities. Improve your spare time at this business. Address, STINSON & Co., Portland, Me.

$66 a week in your own town. $5 Outfit free. No risk. Reader, if you want a business at which persons of either sex can make great pay all the time they work, write for particulars to H. HALLETT & Co., Portland, Me.

U can make money faster at work for us than at anything else. Capital not required; we will start you. $12 per day at home made by the industrious. Men, women, boys and girls wanted everywhere to work for us. Now is the time. Costly outfit and terms free. Address, TRUE & Co., Augusta, Me.

ELEMENTS OF ENGLISH ANALYSIS, Illustrated by a New System of Diagrams. By Stephen H. Carpenter, Prof. of English in the University of Wisconsin.

This book, the result of the author's experience in the class room, is designed to assist students, by a System of Diagrams, in obtaining the outline structure of sentences, which a thorough knowledge of English grammar demands, and thus fix in the eye and mind the principles of analysis, a correct knowledge of which, as a rule, is wanting among students.

Price, in boards, 25 cents. Mailed on receipt of price.

In preparation, a Treatise on Orthoepy.

W. J. PARK & Co., Publishers, Madison, Wis.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IX. APRIL, 1879. NO. IV.

ENTOMOLOGY IN THE PUBLIC SCHOOLS—II.

[The reader should by all means go back to the first article, in the March number, and read the two in connection. The series, when completed, will furnish an outline and guide for attempting something in a most delightful summer study. Not only may an intelligent teacher interest and instruct pupils, until the school closes for summer, but put some of them in the way of continuing their collections through the summer. We are glad to learn from the writer of the articles that several teachers have already written to him about them.—EDS.]

The next step in the classification begun is to separate into two groups all *true insects* that have been collected. This separation is to be effected by an examination of the mouth-parts. The teacher will call attention to the fact that some insects are provided with two pairs of jaws, moving laterally, the outside pair being commonly called mandibles; while other insects procure their sustenance by means of tubes or proboscides. Let the pupils then place in one group all the hexapodous or true insects which are furnished with jaws or mandibles, and this group may be called the *mandibulata*. Let them arrange in another group all the *true* insects not so provided, each having, instead, some sort of sucking tube. The latter group may be named *haustellata*. It is perhaps a work of supererogation to suggest that at this as well as at every other stage of the pupil's progress, special etymological work is always in order. It is not necessary thereto that either the pupil or the teacher should be specially proficient in the dead languages. A quarto dictionary will always furnish means of information, either by directly discussing the particular word to be developed, or indirectly by discussing words allied to it by a common origin. The instructor will here need spe-

cial tact to avoid giving anything which may be drawn from the pupil.

Now let attention be called to the individuals which have been grouped under the title mandibulata. It will be noticed at once that each is provided with four wings. It will also be as quickly noticed that, while in some insects these wings are of nearly the same consistency, in others the forward or upper pair seem to have been constructed with special reference to preserving the hinder and more delicate pair from injury. The pupils will at once arrange in one place the insects with the strongly made upper wings. Now, a little closer examination will separate these last into two sets, one of which is characterized by having the outer wings meet in a straight line on the top of the back, the two wings just touching edge to edge, while the other set have wings which lap more or less the one over the other. In the former set, the individuals usually have the upper part of the body horizontal or regularly convex, while in the latter set the wings in repose are frequently placed the one above the other, and so depressed each way from a straight line above the back, as to resemble more or less the roof of a house. Of course, the conspicuous examples must be taken as types for illustration. The former of these two sets may be called the sheath-winged insects as the under wings and frequently the body are sheathed under and within the upper wings for protection; the latter may be called the roof-winged insects, for reasons above suggested; or as the ridge pole of a roof should be straight, the latter may be called the straight-winged insects.

Care must be taken, as already suggested, in developing the scientific names of these sets or groups. The words orthography, orthodox, orthoëpy may have been already analyzed by the pupil, so that in orthoptera he has only the second half of the word to occasion him much difficulty. The quarto provides us with the Greek *pteron*, a wing, and the word is at once no more difficult than straight-winged. *Coleoptera* should also be rendered familiar by a full analysis and discussion, and afterwards by *constant use.*

It may also be profitably noticed in this connection that while the gauzy wings of the coleoptera, by reason of their extent, are of necessity folded both ways, so as to be securely packed under and within the upper wings or *elytra*, the under wings of the *orthoptera* being not infrequently shorter than the protecting elytra need to be folded but one way, and hence open and close after the manner of a fan.

Let us now examine those mandibulata which were temporarily placed on one side, and whose wings do not display so great a variation in material or in structure. We find many of them with the fore-wings of about the same size as the hind-wings, and with both pairs very profusely netted with veins running seemingly at random, but, on a closer examination, evidently arranged according to some definite plan. Since the nerve-structure of the wings is here so peculiarly conspicuous, it will be the most natural thing in the world, after a little etymological discussion of allied words,* for the pupil to suggest that this peculiar group shall be called *neuroptera*. Since the otder group is composed of individuals in which the nerve structure is not so noticeable, but whose wings are nevertheless all membranous in character, the membrane-winged insects will be sufficiently appropriate, and *hymenoptera*, as an equivalent will have the advantage of being more euphonious, and also of being constructed on the same plan as the names of the other orders.

But we have another group of orders. The first thing that will suggest itself is, doubtless, that some of the so-called *haustellata* have but two wings. Though English words with the prefix *dis* from the Greek are rare, the allied Latin *bis* or *bi* is so common that the transition from one to the other may be effected with the slightest trouble. From the remaining insects may be sorted out all those from which a powder rubs off when brought in contact with the hand. A pocket lens is as essential to a teacher as a pocket knife, and the shape of the particles of dust may first be seen, and afterwards sketched upon the board on a larger scale. The differences noticeable in the *scales* make an excellent subject of remark, and the varying shape of the roots (!) of the same suggest at once sufficient reason why the dust is more easily rubbed from some than from other insects, the night-fliers usually losing the covering of the wings much more readily than the day-fliers. Hence the common name *miller* for night-flying moth. Take this opportune occasion for frowning down the common but objectionable expression moth-miller, and develop the word *lepidoptera* as preferable to scale-winged insects.

We have yet a few insects left, which have some peculiarities of their own. By many all these have been placed in the same order, but most modern systematists prefer to separate them into two orders. It will be observed that some have the two pairs of wings entirely membranous, while in others the fore-wings are, for one half or two-

* Aneurism, neuralgia.

thirds of their length from the body, composed of a heavier, parchment-like material. From this circumstance arose the name *hemiptera*,* the old name of the order which embraced the remaining haustellata. Half-winged insects, however, is such an evident misnomer that the etymologist is rejoiced that the scientist has thought best to subdivide the order. Since, then, the material of the wings is evidently not the same throughout, it will be considered at least appropriate to call these insects the *heteroptera*,† while the remaining haustellata, whose two pairs of wings are of the same texture, may as appropriately be called the *homoptera*.‡

Let us now as a sort of *resumé* of our work place on the board a synopsis, somewhat as in the margin.

Animal Kingdom.	*Sub-kingdoms.*	*Classes.*	*Sub-classes.*		*Orders.* — *Common Names.*
	Vertebrata,	Insecta,	Insecta genuina,	Mandibulata.	Coleoptera — Beetles.
	Articulata,	Crustacea,	Arachnida,		Orthoptera — Locusts, Grasshoppers, Crickets, etc.
	Mollusca,	Vermes,	Myriapoda,		Hymenoptera — Bees, Wasps, Ants, Saw-flies, etc.
	Radiata,				Neuroptera — Dragon-flies, May-flies.
				Haustellata.	Lepidoptera — Butterflies, Moths, etc.
					Heteroptera — Bugs.
					Homoptera — Tree-hoppers, Cicadas, etc.
					Diptera — Flies.

The teacher will note that this synopsis forms the basis of still more extended observations as to the different insects included within the various orders. These are barely hinted at by the English names suggested. The reading of some such work as Packard's Guide to the Study of Insects is here a necessity for the inquisitive teacher. If it is preferred, a form of synopsis showing both the results of the analysis and the grounds for the various subdivisions may profitably be written out, and perhaps copied by the pupils. Such a compacted analysis would appear somewhat as follows:

AINMALS.

With back bone, *vertebrata;* with jointed integument, *articulata;* with soft bodies, frequently protected by a shell, *mollusca;* with parts of body radiating from a centre, *radiata.*

ARTICULATA.

Breathing by means of tubes which permeate the

* Hemisphere, hemistich, etc.; cf. also with semi, in semi-circle, semitone, etc

† Heterodox, heterogeneous, etc.

‡ Homogeneous, homœopathy, homologous, etc.

body, *insecta;* breatoing by means of gills, *crustacea;* bereathing by any other apparatus, *vermes.*

INSECTA.

With head, thorax and abdomen distinct, six legs, *insecta genuina;* with head and thorax combined, eight legs, *arachnida;* with thorax and abdomen combined, many legs, *myriapoda.*

INSECTA GENUINA.

With jaws, *mandibulata;* without jaws, *haustellata.*

MANDIBULATA.

With four wings, the upper pair *(elytra)* chitinous, lower pair folded both ways in repose, *coleoptera;* with four wings, the upper pair coriaceous, under pair folded lengthwise like a fan, *orthoptera;* with four wings, all membranous, all the wings numerously veined, *neuroptera;* with four wings, all membranous, but with few veins, *hymenoptera.*

HAUSTELLATA.

With four wings, covered with scales lapping one over the other, like shingles on a house, *lepidoptera;* with four wings, upper wings coriaceous next to the body, *heteroptera;* with four wings, upper wings of the same material throughout, *homoptera;* with two wings, *diptera.*

O. S. WESTCOTT.

(To be continued.)

SECONDARY INSTRUCTION — MISTAKE CORRECTED.

By the minutes of the proceedings of the Principals' Meeting, held in December last, published in the February number of the JOURNAL, great injustice was done the undersigned by representing him as entertaining views entirely antagonistic to secondary instruction. Were this the fact, then, in view of the position he holds, a livelier example of perfect inconsistence could hardly be cited.

Pending the discussion of "Nominal Superintendents," at that meeting, I took occasion to read from a report of a representative of this class of officials, in order to exemplify some of the evils arising to the cause of education from such a system of superintendency. The views set forth in the extracts read are of a character that merit the censure of every friend of the common school, and hence I stout-

ly object to the minutes as reported by the JOURNAL, asking the privilege of correcting them, lest false opinions in reference to myself in the matter obtain.

The views attributed to me by our worthy secretary of the occasion, in the paragraph of *digressions,* are not mine, but belong to one of a class that would confine *public* education to the three R's; that are forever harping upon the *enormous* expense of secondary instruction, while they utterly fail to comprehend the powerful leverage it affords to the primary work.

With a good deal of *self*-satisfaction, at least, I class myself with the ardent supporters of secondary and superior *public* education. I think I duly appreciate the grandeur of the work accomplished by the high schools, normal schools, and colleges of the state, in their respective spheres, in turning out scholarly men and women. I am fully aware, too, that their value as a stimulant to schools below them is beyond human calculation. Upon the efficiency of our higher institutions, depends the tone of our common schools. The good resulting to the former from a liberal support by public funds and public favor is generously shared by the latter. The improvement of one is the elevation of the other. Their destinies are interwoven. A thrust at the higher grades of instruction involves injury, of greater or less moment, to all grades of public education.

Janesville. R. W. BURTON.

EXAMINATION PAPERS IN ENGLISH LITERATURE AND RHETORIC.

I send you two of our examination papers which may be of interest to some of your readers. The first, on English literature, was given to the senior class at their February examination. It is founded on a five weeks' study of Milton's "Paradise Lost." Four books were read aloud in class. Subsequently, the whole of his "Samson Agonistes" and selections from other poems were read, and some attention was paid to a study of his life and times. We are using Shaw's History of English Literature. Each member of the class is furnished with a copy of specimens of English literature by the same author, and this book is used in recitation alternately with the other. In the case of Bacon, Shakespeare, and Milton, we have not been satisfied with the selections contained in this volume, but have turned aside for a somewhat more extended study of the author himself.

The second paper, on rhetoric, was given to the junior class at their March examination. We are using, as a text-book, Hill's Elements of Rhetoric and Composition. The parts on invention, style and punctuation have been studied, and the chapters on criticism and special forms of composition yet remain. During the fall term, the text-book was laid aside for one month, and "Matthews on Words" was taken up. The class were not furnished with the book, but the whole or part of a chapter was read to them each day, and the next day they were to be prepared with a written paper, giving the substance of what they had heard in their own words, with original illustrations, etc. These papers were collected, examined, and returned to them, and a few of the best were published in the village papers. During the present term, we are devoting a month to the study of Hudson's Selections from Addison and Goldsmith. The subjoined examination, in rhetoric, is founded on fifteen papers of "The Spectator," which we have studied in class.

ENGLISH LITERATURE.

John Milton:

1. Date of his birth and of his death? Divide his literary career into three periods, and give the chief productions of each.
2. Give the history of the composition of "Paradise Lost."
3. Give Milton's statement of the subject; what double invocation? Explain the allusion, in Sinai; Sion's Hill; Aonian Mount?
4. Show how Milton brings us to the picture of the entranced angels; how long entranced? Who speaks first? To whom? What escape do they make? How is this followed up? Give the substance of Satan's address to the fallen spirits.
5. Of the evil spirits, which is the one to whom children were sacrificed? the god whose image fell prostrate before the ark? a female deity? Who is meant by the expression "lust hard by hate?" Who led in the erection of Pandemonium?
6. In the "great consult," who favor open war; who oppose? Give two arguments on each side. What plan is adopted, and why?
7. In describing Satan's flight, what does Milton characterize as utter and what as middle darkness? Describe his exit from the gates of hell, and his flight through chaos. Where does

he find the Limbo of Vanity, and what is it? What part of our system does he first visit?

8. Are there any good traits about Satan, as pictured by Milton? Give some account of his character, of the struggling thoughts that arise within him, and compunctions against his evil course on certain occasions.
9. Define or explain *empyreal*, *orient*, *prone*, *satiate* fury, *erst*, *uxorious* king, *Dorian mood*, *unessential* night, of the *eternal co-eternal* beam, *arch-chemic* sun.
10. Give Milton's explanation of the doctrines of free will and predestination; *or*, Eve's address to Adam, giving her first recollections of life.

RHETORIC.

Spectator:

1. What was "The Spectator?" when issued? its main contributors? Explain the meaning and use of the name.
2. Give a brief sketch of the life and character of Addison.
3. What seems to have been the aim of most of the papers in "The Spectator?" What good was accomplished by it?
4. Describe Sir Roger among his domestics; Sir Roger at church.
5. Define *itinerant*, *indigent*, *aviary*, *prognostics*, *chronogram*.
6. Explain the use of the underlined words: *impertinent* terrors; *perplexed* branches; the *benevolence* of an audience; not *polite* enough to see anything ridiculous in his behavior; the most material organ of speech is the *forehead*.
7. What is meant by a knight of the shire? a sibyl? fortune-stealers? a disciple of Coke and Littleton? Sombrius?
8. Give a general outline of the Tale of Marraton.
9. Give the anecdote of Seneca, and his precept about modesty; of Themistocles, and his choice of a husband for his daughter; "Spectator's" comparison of different classes to the spies sent out by Moses.
10. Give the author's distinction between cheerfulness and mirth. What does he regard as the true philosopher's stone, and why? What argument does he make in favor of modesty in an orator? and against moroseness in religion?

Carroll College, Waukesha. W. L. RANKIN.

DELIBERATE well upon what you can do but once.

THE VALUE OF DATES IN TEACHING HISTORY.

Our ability to *forget* enables us to *remember;* for, were every fact that impresses itself upon our consciousness to shine with equal light, the effect upon our mental vision would be the same as if we looked out upon utter darkness. Just what memory is, it may be difficult to say; but this one thing is certainly true of it—it is a mysterious process of selection, and mostly dependent upon the association of ideas. In teaching history, then, we should not ignore these evident truths.

That we may know a limited portion of history, it is necessary that we know some dates. We must hold in memory *some* dates or we can not arrange the facts of history so that we can see their proper relationship.

But it is important that we select only those dates which mark events that are either primary, pivotal, radiating, or connective; by this is meant facts that mark either the beginning of a chain of causes and effects; or the event upon which turns the fate of a leader, a campaign, a nation, or a civilization; or yet some event from which *radiate* many courses of action having no clearly marked connection, and finally some occurrence or series of occurrences which show some connection between separate and distinct lines of action. Such dates should be carefully selected and *memorized.*

An intention to remember them is not enough. We must labor with them, struggle with them, *master* them, and hold them subject to the law of "association of ideas," so that at the slightest hint they will stand forth, clear and distinct, to tell us "where in the world we are," and guide us on our way. We must learn them to-day, to-morrow we should review, and next day repeat and write them down; and so on, until they come without effort and with perfect certainty.

There is no good reason why every reader of history may not know at least fifty dates in the world's history, with the same certainty as that of 1492, if he will persistently ignore the *unimportant,* and so persistently fasten upon the *important* facts of historical knowledge.

Evansville. A. R. SPRAGUE.

To rejoice in the prosperity of another is to partake of it.

HE lives most who thinks most, feels the noblest, acts the best.

SELECTED.

DISADVANTAGES AND ADVANTAGES OF THE TEACHER'S PROFESSION.

I will attempt to set forth some of the disadvantages and some of the advantages in our profession.

The first disadvantageous influence to which I refer, is the temptation to limit our development and attainments to the amount required for our every day work. We are naturally lazy. We do not like to do more work than is necessary to appear respectable. If we have but a single branch to teach, the danger is that we confine ourselves to that particular thing. If we have many, we may become dabblers in many things, and proficient in nothing. If I were selecting a teacher I should not ask what are his present attainments, but has he a capacity or talent for *growth.*

Another danger is that of falling into ruts in our every day life. We have to teach a thing over and over again, and we lose something of the freshness and elasticity of our early work. There are many people teaching who are not as good teachers as they were ten years ago; they have lost the zest of their earlier teaching, and nothing can compensate for that loss. As every day breaks upon us as a fresh creation from the hand of God, bringing new glory and brightness, so the every day work in the school room should not be a monotonous repetition of the preceding one, but should bring with it new life; and it should be known that we have lain down and slept, and awaked with the stir of a new day in our blood, and that there is not a machine, but a living man or woman at the head of the school.

Another danger is that of being led to cherish an undue opinion of our own attainments or talents; this is what the outside world calls conceit. I have heard it said that there is more conceit in an ordinary gathering of teachers than in any other convention on earth. I suppose that none of us are so vain as the distinguished Frenchman, who had so much respect for himself that he took off his hat every time he mentioned his own name, but I am compelled to believe that there are circumstances in the life of the teacher which expose him to this peril. The danger lies in the fact that the teacher is compelled all the time to work with persons of an inferior state of

development to himself. He is tempted to become pedantic, and to astonish the audience before him. And when he goes out in the world and meets his peers, it is difficult to lay aside this habit.

There is another peril to which we are exposed; that of exaggerating the character of the profession. You will sometimes meet nice, prim, "goody-goody" people, of very solemn style. These people, in our profession, seem to be advertising their wares, as a barber with his nicely perfumed and powdered hair announces his calling. They display themselves in a very nice use of language. Some teachers are so painfully grammatical that you can almost hear the creaking of a grammar machine in them. They seem to be trembling for fear they will say "don't" for "do not," and "tisn't" for "it is not." The conversation of such people is about as graceful as the gait of a man with a wooden leg. I once knew a teacher of elocution who was compelled to pay strict attention to his articulation. He said he got so tired of it that he allowed himself two days out of every week for a grammatical spree. I commend that mode of resting.

Another peril. We are in danger of becoming despondent about the children committed to our care, education in general, and all our work. We all know despondency is pernicious, and we ought not to give way to it. Out of these groups of boys and girls will come beautiful lives of which you will one day be proud, because you have had some hand in shaping them. Boys and girls are as good to-day as when you and I were boys and girls.

There is also danger that we may become recluses in life. We are necessarily secluded in our life, but we must remember that we are to keep ever fresh our sympathies with the breezy, bright life of childhood itself, and all the bright, active life going on in the outside world. Our teaching will otherwise become dull and lifeless.

But we are not to shun a profession on account of its disadvantages. If we do we will be shifting all our lives. You never saw a man come to anything who blindly abandoned a profession on that account.

Our profession has great advantages. First, the advantage of furnishing constant and high stimulus to development on our part. The material on which we work is the chosen handiwork of God's creation, given to us in its most plastic state. Not Raphael, not Michael Angelo, with his poor material from which he realized such forms of beauty, had such material as you have.

The girl who is teaching a child to stumble over the a-b-abs, is

holding a ladder on which the child may climb to infinite heights of learning and wisdom. The noblest thoughts of the best minds are spread about us for you and me to use. No learning we can accumulate will be superfluous. The teacher who has the most learning is the best teacher. Opportunities present themselves from time to time, where we can use all we can ever hope to obtain. Whatever we may accumulate of learning or wisdom, may at last drop its radiance upon these children about us as the dews of night fall upon and fertilize the flowers of June.

Another advantage of our calling is that it stimulates us to find variety and novelty of methods, and so to enlarge our development. Some express sympathy because our work is monotonous. They do not understand that we have great variety in pupils themselves. The teacher should seek to adapt his instruction to the varied tastes and temperaments before him. The great danger lies in the fact that we are apt to handle all pupils alike. God has made these children different. If he had wanted them all alike he would have made them so. It is our business never to forget this difference in constitution and make.

A student in college, who had never been successful in satisfying the professors with his work, had a great gift with his pencil, and spent most of his time in illustrating the college catalogue. He made an excellent caricature of one of the professors. The professor sent for him. The young man supposed he was going to meet his doom; but the professor proved to be a sensible one. Instead of reporting him to the faculty, he said to the young man, "You seem to have a gift for art; it does not appear that in the college course you have a gift for anything else. Do not waste your time in college, but go to Europe and study art." The young man took his advice and became a successful artist.

I have spoken of the danger of an undue estimate of our calling. Any well-balanced teacher must learn modesty. One who is compelled to see how short time is for all his opportunities, must learn to put a just estimate upon it. How the simplest questions of our youngest pupils often sound the shallow depths of our knowledge. The longer a man teaches, the more he regrets that he is not equal to the opportunities God has placed within his reach. I think it is, as a general rule, only the inexperienced teacher who is confident of the infallibility of his methods of teaching; the true teacher, who has taught long enough to acquire such confidence, yet a just modesty

with regard to his short comings, is the one who is learning day by day, and enlarging for his work. When the day comes that the teacher has done learning, that is the day when he ought to stop teaching. One motto we ought to have is that of a learned German professor, "I grow old, always learning."

Another advantage of our calling is, that it strengthens some of the most charming virtues of our character. For instance, a wise patience. I mean that which waits for results, which looks beyond temporary disappointments to a fruitage of twenty, fifty, or a hundred fold, sure to come at last. We are constantly in contact with the young, winning their sympathies at their tenderest and lovliest state, are constantly keeping the fountains of our own sympathy welling and overflowing. I call this one of the greatest blessings of our calling. I think it helps to keep us young. I have seen many aged teachers, but hardly ever an old one. I have seen the memories of childhood dancing in their eyes, and the music of childhood ringing in their hearts. This is the teacher's great reward. To be constantly associated with youth is the true elixir of life, the true fountain of youth. He will not consider their bagatelles and escapades as unpardonable sins. No, no. He knows they will come safe and sound through them, as through the measles, chicken pox, and all other childish diseases. I call it a great source of power in any man to keep this in his heart. It leads us to circumspectness in our lives. We are constantly reminded that even our unconscious acts leave an invisible impression upon the children who are about us. I think, perhaps, this is one reason why the character of the teacher is so high. For I submit to you the question whether in these days of dreadful lapses among all classes of men almost, the metropolitan journals that drag their dirty net through every den of vice, have placed many names of teachers upon their dreadful bulletin of shame? When it is asked whether we teach morals in school — yes; if not in words, in the beautiful character of the men and women standing in the school houses all over the land.

It is unquestionably true that most children are not subject to an atmosphere as friendly to cultivation, truthfulness, and respect to the rights of others, as when seated within the walls of the school. We must recognize the fact that we owe it to the presence of the children themselves. Their upturned faces are constantly pleading to us to live lives of purity.

Finally, I think that our profession has this advantage also, that it

induces and enables us to come into fresh sympathy with active life, and to train these pupils with that spirit also. We are to prepare them to seize with a firm and vigorous hand, the active responsibilities and duties of life. But we must see that while many of them have advantages which were denied to their fathers and mothers, we do not train them out of the strength and vigor of their parents. Through many years of arduous toil they produced these beautiful farms which we see about us; every ringing blow of the ax lending vigor not only to their muscles but also to their character. Not one whit less heroic were those brave women, struggling and often seeing their children struggle against the malarial poison arising from every stream; they discharged every duty, and bore every burden, and filled those homes with sunshine and cheerfulness. It is not your vast resources that have made Indiana what she is. What were all these without the efforts of this noble race of men? Better to have made character than to have dotted prairies with Chicagos, or to be the Garden spot of the World. — *From Address by* Pres. ANGELL, *of Mich. Univ., before Indiana Teachers' Association.*

A THOUSAND DAYS IN THE WIDE, WILD LAND.

[We take much pleasure in transferring to our pages, from the Chicago *Practical Teacher*, an interesting article upon Stanley, the great African explorer, and his achievements. It is accompanied in the *Teacher* with a map and some illustrations. By means of such matter, teachers may inspire entusiastic interest in their pupils in the study of geography. — EDS.]

The statement has been made that Mr. Henry M. Stanley, the discoverer of Livingstone and the explorer of the "dark continent," is about to engage in another African expedition. We take pleasure in giving in the present number of our paper some illustrations connected with the journey of a thosand days, during which he explored the greatest lakes in the heart of Africa, and traced the mighty Congo, — henceforth to be known as the Livingstone — down from the centre of the contiuent to the sea.

Henry M. Stanley was born in the year 1843. He seems to have been designed by nature for an explorer. His disposition was roving, and he commenced his adventures at an early age. He was already something of a traveler by the time the war of the rebellion broke out. At first a volunteer in the army, when his term of service expired he became a newspaper correspondent, in which occupation he continued after the war closed, traveling extensively through the

western territories. Next we hear of him traveling across Asia, then among the Indians in this country. During the Abyssinian campaign, he followed the British army as correspondent of the New York *Herald*. Then he was in Spain, then in Crete, then back in Spain again. Then, at a short notice, he set out to find the missionary explorer Livingstone, from whom for several years there had been no tidings. Stanley seemed to know by instinct whither to go, and on the 10th of November, 1871, found the object of his search at Ujiji, on the eastern shore of Lake Tanganika.

He remained until the following spring in company with Dr. Livingstone, and then returned to England. In August, 1874, Mr. Stanley started from England for the further explorations of which we give some brief account in this article. This exploration was at the expense of the London *Daily Telegraph* and the New York *Herald*. For convenience of reference, we here summarize his journey: He left England in August, 1874; Bagamoyo, opposite Zanzibar, November 17; reached the south end of the Victoria Nyanza, February 27, 1875; was received by King Mtesa at the north end, April 4; spent a number of months in exploring the Victoria and Albert Nyanza, the surrounding regions, and Lake Tanganika; reached Ujiji in June, 1876, and left at the end of August. Nyangwé, on the Lualaba, was reached the middle of October. From this point, which was left on November 5, Mr. Stanley traversed, in the midst of almost incredible hardships and dangers, regions never before, as far as is known, visited by a white man. The expedition, reduced and enfeebled, finally emerged at Embomma, or Boma, near the mouth of the Congo, on August 8, 1877.

It will cause no surprise to those who read the narrative that the young, fresh-faced man who left Zanzibar in the autumn of 1874 was grayheaded by the summer of three years later, when he once again came out into the regions of civilization. The wonder is that, with his three white companions dying one by one, the members of his expedition at times murmuring and rebelling, the dark tropical forests exhaling their miasms, the treacherous rapids and dangerous cataracts ready to engulf all as they did some of his hapless followers, the cruel cannibals along the mid-continental stream attacking him in thirty-two battles, the supply of nourishing food exhausted, and indeed almost all food at last gone, the wonder is that he lived to tell the tale. But not only did he live, but took the surviving members of his expedition — 89 out of the 244 who started — back to Zanzi-

bar, and brought with him notes, sketches, photographs, etc., by means of which he has presented to the world not only one of the most interesting but one of the most valuable records of travels ever published, the two volumes issued by the Harpers of New York, entitled "Through the Dark Continent."

If our readers will carefully examine the map herewith presented in connection with the map in any ordinary atlas, they will see at a a glance what our explorer accomplished. Mr. Stanley's work divided itself into three main parts. He filled up, corrected and extended the researches of preceding explorers in the region of Lake Victoria Nyanza, identifying it as the head waters of the Nile, that wonderful river, that flows over a course of more than 2,300 miles. The second part of Mr. Stanley's work was the circumnavigation of Lake Tanganika, the head of the water supply of the Congo or Livingstone. And the third and greatest part of the explorer's work was the identifying of the Lualaba as the main affluent of this mighty stream, which the expedition followed to the sea.

A very interesting episode in Mr. Stanley's journey was his intercourse with Mtesa, the emperor of Uganda, "an intelligent and distinguished prince," writes Stanley, "who, if aided in time by virtuous philanthropists, will do more for Central Africa than fifty years of gospel teaching, unaided by such authority, can do. I think I see in him the light that shall lighten the darkness of this benighted region; a prince well worthy the most hearty sympathies that Europe can give him. In this man I see that possible fruition of Livingstone's hopes, for with his aid the civilization of Equatorial Africa becomes feasible."

Lake Tanganika presents varied scenery. In some places the cliffs along its margin rise ~~in margin rise~~ in massive grandeur; the mountain ranges that skirt it are considerable. "At present," writes Stanley in the year 1876, "there are only a few inches of mud-banks and a frail barrier of papyrus and reeds to interpose anything between the waters of the lake and its destiny, which is now, year by year, steadily approaching. When the Tanganika has risen three feet higher, and its waters are steadily rising, there will be no surf at the mouth of the Lukuga, no sill of sand, no oozing mud-banks, no rush-covered old river course, but the accumulated waters of over a hundred rivers will sweep through the ancient gap with the force of a cataclysm, bearing away on its flood all the deposits of organic debris at present in the Lukuga creek, down the steep incline, to swell the tribute due to the mighty Livingstone."

Our remaining illustration gives a single hint of some of the difficulties that had to be overcome as the expedition pushed on toward the Atlantic. They were beset by fierce cannibal tribes through the midst of whom they had to fight their way. At intervals there were swift rapids or tremendous cataracts. The engraving represents the work that had to be done to take the boat and the eighteen canoes of the company around the rapids or falls to tempt which would have been destruction. A path must be cut through the dense tropical forest, and the road lined with branches, and then up to the table land, 1,200 feet above the river, the vessels must be dragged, to be carried down on the other side. It is no wonder that in one instance it took them thirty days to progress three miles. Their dauntless leader must never lose heart or hope. He must be commander, counsellor, physician. He must inspire them by his own courage. He must animate them when they are almost utterly discouraged at the many dangers and difficulties that beset them. He must share their scanty provisions and bear their hardships. And all this he did.

But all difficulties were overcome and all dangers passed. From Nyangwé the river runs almost straight north to about the Equator; then it turns northwest, then west, and finally a southwesterly course which it maintains down to the Atlantic. To the north of Nyangwé there is a long series of cataracts, ending near the Equator. Then, for hundreds of miles, the river broadens out into almost a lake, from two to ten miles in width, and studded with islands. It was in this region that the native tribes were most fierce. The expedition worked and fought its way through the blood-thirsty savages, only to find in the lower part of the river another series of cataracts. These were successfully passed, and the great secret of the wide, wild land was unveiled. From its origin as the Chambeze, to the east of Lake Nyassa, and under many names and receiving many tributaries, this great river has a course to the ocean of about 3,000 miles — a water-way waiting the use of both commerce and religion. May they both enter in, and the dark continent be lighted up with that light which shall never dim!

OBJECTS OF A RECITATION. — 1. Examination of written work prepared by pupils. 2. Testing knowledge of pupils by topics, questions, written answers, reviews, etc. 3. Imparting additional information by illustrations, conversation, explanation and demonstration,

4. Cultivation of accurate and ready expression in writing, spelling, capitalization, punctuation, syntax, etc. In speaking, by wearing off embarrassment, with notes and without. Attention, by reporting what teacher and pupils have explained or illustrated. By mutual criticism, and good manners in walking across floors, rising, sitting, standing, and in address to teacher and fellow pupils. 5. Arousing interest, love of study, independent thought, investigation. 6. Encouragement of the timid, slow, diligent. 7. Direction of pupil's work. 8. Mastery of self.

HOW CERTAIN PLANTS CAPTURE INSECTS.

This is not a common habit of plants. Insects are fed and allowed to depart unharmed. When captures are made they must sometimes be purely accidental and meaningless; as in those species of *Silene* called Catch-fly, because small flies and other weak insects, sticking fast to a clammy exudation of the calyxes in some species, of a part of the stem in others, are unable to extricate themselves and so perish. But in certain cases insects are caught in ways so remarkable that we cannot avoid regarding them as contrivances, as genuine *fly-traps*.

Flower fly-traps are certainly to be found in some plants of the Orchis family. One instance is that of Cypripedium or Lady's Slipper, which is a contrivance for cross-fertilization. Here the insect is entrapped for the purpose of securing its services; and the detention is only temporary. If it did not escape from one flower to enter into another, the whole purpose of the contrivance would be defeated. Not so, however, in leaf fly-traps. These all take the insect's life, — whether with intent or not it may be difficult to make out. The commonest and the most ambiguous leaf fly-traps are such as Pitchers, of which those of our *Sarracenia* or Sidesaddle-flower are most familiar. One species is common in our bogs, especially in the North. A common yellow-flowered species of the Southern States has them so very long and narrow, that they are popularly named *Trumpets*. In these pitchers or tubes, water is generally found, sometimes caught from rain, but in other cases evidently furnished by the plant, the pitcher being so constructed that water cannot rain in; this water abounds with drowned insects, commonly in all stages of decay. One would suppose that insects which have crawled into the pitcher might as readily crawl out; but they do not, and closer examination shows

that escaping is not as easy as entering. In most pitchers of this sort there are sharp and stiff hairs within, all pointing downward, which offer considerable obstruction to returning, but none to entering.

Why plants which are rooted in wet bogs or in moist ground need to catch water in pitchers, or to secrete it there, is a mystery, unless it is wanted to drown flies in. And what they gain from a solution, of dead flies is equally hard to guess, unless this acts as a liquid manure.

Into such pitchers, as the common one, rain may fall; but not readily into others, not at all into those of the Parrot-headed species of the Southern States, for the inflated lid or cover arches over the mouth of the pitcher completely. This is even more strikingly so in *Darlingtonia*, the curious Californian Pitcher-plant lately made known and cultivated; in this the contracted entrance to the pitcher is concealed under the hood and looks downward instead of upward; and even the small chance of any rain entering by aid of the wind is, as it were. guarded against by a curious appendage, resembling the forked tail of some fish, which hangs over the front. Any water found in this pitcher must come from the plant itself. So it also must in the combined Pitcher and Tendril of Nepenthes. These Pitcher-plants are woody climbers, natives of the Indian Archipelago, and not rarely cultivated in hothouses as a curiosity. Some of their leaves lengthen the tip into the tendril only; some of the lower bear a pitcher only; but the best developed leaves have both, — the tendril for climbing, the pitcher one can hardly say for what purpose. The pitcher is tightly closed by a neatly fitting lid when young; and in strong and healthy plants there is commonly a little water in it, which could not possibly have been introduced from without. After they are fully grown, the lid opens by a hinge; then a little water might have been supposed to rain in. In the humid, sultry climates they inhabit it probably does so freely, and the leaves are found partly filled with dead flies, as in our wild Pitcher-plants.

The drowning of insects in plant-pitchers is of course an accidental occurrence, and any supposed advantage of this to the plant may be altogether fanciful. But we cannot deny that the supply of liquid manure may be useful. Before concluding that they are of no account, it may be well to contemplate the other sorts of leaf fly-traps.

All species of Sundew *(Drosera)* have their leaves, and some their stalks also, beset with bristles tipped with a gland from which oozes

a drop of clear but very glutinous liquid, making the plant appear as if studded with dew-drops. These remain, glistening in the sun, long after dew-drops would have been dissipated. Small flies, gnats, and such-like insects, seemingly enticed by the glittering drops, stick fast upon them, and perish by starvation, one would suppose without any benefit whatever to the plant. In the broad-leaved wild species of bogs, such as the common Round-leaved Sundew, the upper face and edges of the blade of the leaf bear stronger bristles tipped with a a large glutinous drop, and the whole forms what we must allow to be a veritable fly-trap.

For, when a small fly alights on the upper face, and is held by some of the glutinous drops long enough for the the leaf to act, the surrounding bristles slowly bend inwards so as to bring their glutinous tips also against the body of the insect, adding, one by one, to the bonds, and rendering captivity and death certain. This movement of the bristles must be of the same nature as that by which tendrils and some leafstalks bend or coil. It is much too slow to be visible except in the result, which takes a few hours or even a day or two to be completed. Here, then, is a contrivance for catching flies, a most elaborate one, in action slow but sure. And the different species of Sundew offer all gradations between those with merely scattered and motionless dewy-tipped bristles, to which flies may chance to stick, and this more complex arrangement, which we cannot avoid regarding as intended for fly-catching. Moreover, in both of our commoner species, the blade of the leaf itself incurves, so as to fold round its victim!

And a most practical observer, whose observations are not yet published, declares that the leaves of the common Round-leaved Sundew act differently when different objects are placed upon them. For instance, if a particle of raw meat be substituted for the living fly, the bristles will close upon it in the same manner; but to a particle of chalk or wood they remain nearly indifferent. If any doubt should still remain whether the fly-catching in Sundews is accidental or intentional — in other words, whether the leaf is so constructed and arranged in order that it may capture flies — the doubt may perhaps disappear upon the contemplation of another and even more extraordinary plant of the same family of the sundew, namely, Venus's Fly-trap, or *Dionæa muscipula.* This plant abounds in the low savannas around Wilmington, North Carolina, and is native nowhere else. It is not very difficult to cultivate, at least for a time, and it is kept in many choice conservatories as a vegetable wonder.

The trap is the end of the leaf. It is somewhat like the leaf of Sundew, only larger, about an inch in diameter, with bristles still stouter, but only round the margin, like a fringe, and no clammy liquid or gland at their tips. The leaf folds on itself as if hinged at the midrib. Three more delicate bristles are seen on the face upon close inspection. When these are touched by the finger or the point of a pencil, the open traps shuts with a quick motion, and after a considerable interval it re-opens. When a fly or other insect alights on the surface and brushes against these sensitive bristles, the trap closes promptly, generally imprisoning the intruder, It closes at first with the sides convex and the bristles crossing each other like the fingers of interlocked hands or the teeth of a steel trap. But soon the sides of the trap flatten down and press firmly upon the victim; and it now requires a very considerable force to open the trap. If nothing is caught, the trap presently re-opens of itself and is ready for another attempt. When a fly or any similar insect is captured, it is retained until it perishes, — is killed, indeed, and consumed: after which it opens for another capture. But after the first or second it acts sluggishly and feebly, it ages and hardens, at length loses its sensibility and slowly decays.

It cannot be supposed that plants, like boys, catch flies for pastime or in objectless wantonness. Living beings, though they are, yet they are not of a sufficiently high order for that. It is equally incredible that such an exquisite apparatus as this should be purposeless. And in the present case the evidence of the purpose and of the meaning of the strange action is well nigh complete. The face of this living trap is thickly sprinkled with glands immersed in its texture, of elaborate structure under the microscope, but large enough to be clearly discerned with a hand-lens; these glands soon after an insect is closed upon, give out a saliva-like liquid, which moistens the insect, and in short time (within a week) dissolves all its soft parts, — digests them, we must believe; and the liquid with the animal matter it has dissolved, is re-absorbed into the leaf! We are forced to conclude that, in addition to the ordinary faculties and functions of a vegetable, this plant is really carnivorous.

That, while all plants are food for animals, some few should, in turn and to some extent, feed upon them, will appear more credible when it is considered that whole tribes of plants of the lowest grade (Mould-Fungi and the like) habitually feed upon living plants and living animals, or upon their juices when dead. An account of them would

make a volume of itself, and an interesting one. But all goes to show that the instances of extraordinary behavior, which have been recounted in these chapters, are not mere prodigies, wholly out of the general order of Nature, but belong to the order of Nature, and indeed are hardly different in kind from, or really more wonderful than, the doings of many of the commonest plants, which, until our especial attention is called to them, ordinarly pass unregarded.—*From "How Plants Behave: How they Move, Climb, Employ Insects to Work for Them," Etc. By* ASA GRAY.

DISABILITIES OF OUR SCHOOL SYSTEM.

First of all, I would say that we have too many small schools, too many weak districts. As a rule, small schools are poor schools. Weak districts complain that they are not able to employ good teachers, and yet these small schools are costing the State large sums of money which are spent upon the very poorest grade of schools.

The annual reports of trustees show that some of the country schools do not average five pupils during the twenty-eight weeks required to be taught. And yet it will be found that these small schools are costing the State nearly one hundred dollars each per year, and the school districts about as much more, making the average expense per pupil for the term of twenty-eight weeks, from $30 to $40 for the poorest kind of schooling, being from two to three times the average expense in our very best schools for a much longer term, and more than double the average for this entire commissioner district, embracing nearly one hundred school districts and employing more than one hundred and thirty teachers. * * * * * * *

Doubtless one of the objects in the present mode of distributing the school money, especially the district quota, was to assist weak districts in maintaining schools, and not the formation of small and weak districts. So long however as the State will maintain small schools in every neighborhood, the inhabitants will not be likely to complain, especially as it furnishes employment for their daughters. * * * * * * * * * * * *

Would not the ends of justice be better served and the school money come nearer accomplishing the object for which it is provided were the pupil quota entirely done away with, and the entire fund aside from the district quota apportioned according to the average daily at-

tendance during the designated school year? There would then be a powerful motive to gather into the schools all the children of school age, and not as now to keep the school as small as possible to save expense. There would then be a motive as a business matter to employ competent teachers and such as would draw out the greatest number of pupils, and not as now to hire the cheapest teachers because it makes little or no difference so far as the public money is concerned whether the school is large or small, the difference being not so great as the difference in teachers' wages would be. It would likewise avoid the necessity of compulsory education, in my judgment.

Another of the disabilities of our country schools is the migratory character of our teachers. They go from school to school, resembling more a company of tramps than educators. But they are not entirely to blame. They can not help it. It seems a necessary result of the trustee system. No matter how faithful and efficient a teacher may be, when the trustees change the teachers must change. There is therefore little or no encouragement for a teacher to do well. There are not wanting cases where persons have sought the office of trustee for the mere purpose of getting a cheaper teacher, or placing some relative in the school, or to prevent some outlay in improving the school house or site. I have known cases where illiterate, simple-minded persons wholly incompetent, have been elected trustees because a few wealthy tax-payers could control them and thus control the expenses of the district without assuming the responsibility and labor of the office. * * * * * * *

What studies should be pursued, who should study them, and to what extent, are perplexing questions, with no authority to settle them. Teachers advise what they think best for the pupils or most agreeable to themselves. Parents sometimes determine these questions, but more commonly it is left for the pupils to decide. Having or not having a book may decide the matter. So the whole matter seems to be left to chance or to the children. Hence we find some doing one thing and some another, and frequently some doing comparatively nothing. Yesterday I visited a school in which *one* little girl recited in history and *one* little boy attempted to recite in philosophy. He could not read it. Why should not these two children have been doing the same thing? Their ages and advancement seemed to fit them to study the same branches. I suppose the little girl's mother wanted her to learn history, while the little boy's father though best that he should be a philosopher, or perhaps they hap-

pened to have these books in the house, and as others had used them they were good enough and must be used again. Of course the teacher must submit or lose her chance to earn four or five dollars per week during the winter.

The mixture of text-books in our country schools is a very annoying affair, and one difficult to regulate under our school system. Besides the numerous authors on the same subject the pupils are generally in too advanced numbers. It is not uncommon to find pupils trying to read in the fifth or sixth reader, when the second or third would be much more suitable. The many causes that have contributed to this unfortunate state of affairs, may perhaps be best expressed by *want of a system.* Had we a proper and efficient system of supervision, these matters could be materially improved.

The attempt recently made by the Legislature to secure uniformity and prevent recent changes in school books, so far as my knowledge extends, has been a failure. Like the compulsory education law it was not adapted to secure the end desired. It was referred to incompetent hands. The common populace are not competent to judge as to what is best. It should be referred to experienced and correct educators, men who know *what* to teach and *how* to teach it.

I come now to the most important point in our school system. I refer to the supervision which I deem to be the hope of the whole system if there is any hope in it. Bad as the trustee system is, and poor as the schools may be rendered by it, there is hope if we have a good supervision. But what sort of supervision have we? The law gives some general directions as to the qualification of teachers and requires them to have a certificate, but what are to be the qualifications of those who are to make the examinations and give the certificates as to learning, ability to instruct, and moral character? What qualifications must a man have to become a school commissioner? Must he be educated? Is it necessary that he should have demonstrated his ability to teach and manage schools by actual work in the school room? Must it be shown that he is a man of good moral character, such as is required of a teacher? Not at all. He must judge of and certify to these qualifications in others, but he is not required to possess them himself. All that is required of him is that he or his friends possess either brains or money enough, no matter which, to control political caucuses and run political conventions, and having thus secured a nomination, he must either secure a majority of the votes for office or he must be counted in by some political perjurer.

That is all. Scholarship, successful experience, fidelity in discharge of the duties of teacher or commissioner, have nothing to do with the case. He must be a politician and belong to the strongest party usually. I have known cases where the aspirants for the office have changed from one party to the other, in the hope and expectation of being rewarded with the office of school commissioner, and I am sorry to confess that in some cases their expectations have been realized.

What a rotten system is this. It ought to be elevated to the dignity it deserves or be abandoned entirely, and the money saved for other and better purposes than to compensate small politicians for dirty political work.

If teachers are to undergo examinations for license to teach, why should not those who propose to make the examinations and superintend the schools, be required to undergo examinations or otherwise furnish evidence of their fitness for the position they seek?

The State having assumed the work of educating the people, why not assume and exercise the most important function in the entire system, that of supervision? Why should not superintendents be appointed by the Department of Public Instruction after undergoing examination or otherwise furnishing evidence of their fitness for the the position? Or if the choice is to be made as now, why not require a certain degree of scholarship and some experience at least in teaching to make one eligible to the office? Our schools need the sympathy and direction of experienced men. And such we have, but what chance is there for them to obtain the position? They cannot afford to degrade themselves to the level of small politicians in order to secure the office, and if they should do so, it would unfit them for the position. The whole matter ought to be removed from politics and treated as it is, a matter of Education. I do not overlook the fact that we have many excellent commissioners now, neither am I blind to the other fact that we have many unworthy cumberers of the ground that ought to be rooted out and others put in their places.

In conclusion, I would suggest that most if not all of these evils might be alleviated if not entirely removed by the adoption of a system which shall do away with school districts and the trustee nuisance, and place the supervision of our schools in the hands of experienced and competent educators instead of politicians.

It seems to me that this might all be accomplished by the adoption of some such plan as was outlined and recommended last winter by the State Convention of School Commissioners, known as the Township

System. — *From Report, by* M. W. SMITH, *School Commissioner, to the State Supt. of New York.*

PENMANSHIP IN THE PUBLIC SCHOOLS.

I deem it pertinent to present in this paper, those facts which relate chiefly to the difficulties in the way of securing better results in the writing of our public schools. The nature of these difficulties is three fold;

First. In the materials with which these results are to be produced.

Second. Insufficient knowledge of the details of the subject on the part of those who either directly or indirectly govern the methods by which the work is to be accomplished.

Third. The condition and circumstances surrounding those to whom it is desired to impart the instruction, including some of the seeming natural obstacles to be overcome.

Statistics show that nearly if not quite fifty per cent. of the school children never advance beyond the primary grades, and are henceforth to transact business for themselves on what educational capital these schools may have furnished. That not more than ten or fifteen per cent. ever reach the high schools so generously provided for their accommodation.

No argument is required to prove that a child is entitled to a good hand-writing at the earliest age he is capable of acquiring it.

Before teachers can successfully work this to the end, there are some considerations with regard to materials requisite. In many cities and villages where the free academies or high schools have been built with a most liberal outlay (for which I would award all praise), a false economy, niggardly parsimony, or a gross ignorance withholds many of the essentials requisite for the best results in primary instruction. Pens, penholders, ink, and inkwells secured to the desk beyond the reach of accident or carelessness, should be furnished free to pupils, and when it is not done, teachers should be allowed to provide them, levying a small tax for that purpose.

To those not familiar with the subject, uniform materials for writing may seem unimportant matter, but the inspection of materials furnished pupils by parents in cities far advanced in civilization, much of it not fit to use at home but good enough for the child at school (as the parents think), would, I think, satisfy the most sceptical on this point.

Out of this Babel of material it is impossible for teachers to get any uniform or satisfactory results. If perchance the better to satify themselves, they should at their own expense supply those most illy provided for, the chances are that they will secure the ill-will of the parent whose writing materials have been rejected. For these reasons I would have supplied at public expense the articles enumerated.

Put your schools on the best possible footing and hold the teachers responsible for results.

Second, insufficient knowledge of the details of the subject on the part of those who directly or indirectly govern the methods by which the work is to be accomplished.

Sometime since, I presented to a limited circle some of the difficulties in the way of successful teaching even when proper materials were provided. I do not think they will be recognized by many of your readers as old acquaintances, and therefore beg leave to present them here, modified by such information as I have since received. First, because they represent my honest convictions. Second, with the hope that if endorsed or disputed by any of your readers who have given the matter attention, through the columns of the Bulletin, they will enlightened others well as myself as to the results of their experience or observation.

School boards do not select teachers with reference to their ability to successfully conduct primary writing classes. Normal schools do not as in other studies impart methods of instruction in penmanship, or, if they do, the "method" is not one capable of general application.

Principals are often confined so closely to their own class-room duties, as not to be able to supervise the work of the grades so as to see that each teacher does properly her own work, not only with regard to her own grade, but with reference to the instruction that is supposed to precede and follow. Examinations are not made in penmanship and marks given that raise or lower the pupil's general standing. Writing is not one of the essentials requisite for promotion, and the "writing hour" is often employed to secure better results in other studies. Teachers, if they attempt to teach, do not bring their instruction down to the capacity of the most incorrigible pupils, forgetting that if they take care of their poor writers, the good ones will take care of themselves.

Third. The condition and circumstances surrounding those to whom it is desired to impart the instruction, including some of the seeming natural obstacles,

Long continued use of slate and lead pencils, requiring no special position to make a proper mark, and spattering no ink, accustom a child writing under these conditions. Even if teachers can always secure the use of long pencils by the children, no amount of "line upon line and precept upon precept" will induce them to hold the pencil as they are told the pen should be held, an instrument they are practically supposed to have a knowledge of.

The only way to teach a child to hold the pencil as the pen should be held is to teach pen holding first. The best way to teach care in the use of ink is to keep out of their hands as much as possible pencils which however carelessly used never spatter or blot the paper. The best way to teach them to write lightly is to furnish for their writing an instrument that does not require much pressure to make a mark.

Starting early with pen and ink their exact nature is soon learned; pen holding is much more easily acquired, because not retarded by any previous bad habits in using the pencil. The fact is soon discovered that only by being held in a certain way will proper marks be produced. The fingers may not at first successfully control the movements of the pen; but it is a point gained when the pen is properly placed upon the paper. To develop in the fingers the method of holding so as to guide with ease the pen, is a thing gradually learned as the lessons proceed. It is gratifying to be able to say in conclusion, that many well known educators have expressed within the past year a concurrence in these views in regard to pen and pencil writing.—GEO. M. SHATTUCK, *in the N. Y. School Bulletin.*

SOME TIMELY HINTS.

EDUCATION implies consistent and natural growth; and "cramming," used in any allowable sense is opposed to all this. Induce in the minds of pupils, if possible, a love of knowledge, and then administer to the demands of that love with an intelligent and careful hand. "Cramming" induces dyspepsia, the proper administration of food promotes healthy warmth.—*New York News-Gleaner.*

CRAMMING cares nothing for the teacher or scholar, but only for the school or the system. Educating makes everything of the teacher and scholar, and leaves the school, if it can be spoken of as a separate object, and the system very much to themselves, sure they will

be right if the teacher and scholar are. Education, real education, aims straight at the will. It is not so much what young people are learning, as how they are learning, or how much they want to learn, which proves their training. The best points of training are motives. — *Barnes' Educational Monthly.*

AT the recent meeting of the New Haven Teachers' Association, one of its members very sensibly said that he did not believe in a teacher who merely followed a text-book. He wanted to see illustrations by the teachers, and also wanted them to exercise as much freedom as possible from the books, while clinging to the subject-matter. Another fault was that teachers were not prepared for the lesson when they went to their classes, and hardly knew as much of the text as do the scholars. A great fault is that teachers are in the habit of hearing rather than teaching lessons. Another member said that a great fault in the present system of teaching was an over-crowding and an attempt to teach too much. He believed in making the student, rather than the teacher, do the work, and thought such a plan could not but result in good to the scholar.

WE believe true education to be exactly what the word indicates — *e-duco*, a drawing out of all the faculties of our nature. It is not instruction — *instruere*, a piling up or setting in order an army of facts or principles. It is not tabulating, arranging or memorizing a subject. It is not learning set lessons and filling the mind with useful knowledge. It is leading the mind to think, act, judge, estimate and reflect for itself. Agassiz said that the poorest service a teacher could render a pupil, was to give him a ready made answer. We believe he was right. If the Chinese system of schools is to be perpetuated in our country, we might as well abandon all our normal schools, teachers' institutes and examiners, and simply know that teachers have the power of keeping order and hearing recitations. — *Barnes' Educational Monthly.*

THE present absurd manner of marking discourages many students from doing hard work, but to those who are dependent on scholarships, and are conscientious enough to elect difficult courses, it offers such temptation. To such students the lesson of this new calamity cannot be too strongly emphasized.

Without doubt marks play altogether too important a part in the ideas of many students; but the fault is as much that of the faculty as that of the students. It is to be regretted that the present condi-

tion of the University will not permit the abolition of all systems of definite marks. But though such a reform cannot be accomplished for many years to come, the faculty might give some relief, or at least boldly face the evil. It is well known throughout the college that the two deaths of last year were the result of reckless over-work; and it is difficult to reconcile with this fact the statement in the president's last report, which reads, "In no one of the cases could the fatal disease be attributed to any exposure or over-exertion incident to a student life or to residence in Cambridge. — *Harvard Crimson.*

As a part of this educational revival movement, permit me, therefore, to invite and urge teachers to come up higher. The high schools of the state having very generally taken the place of the old academies that played such a conspicious part in the educational work of the Reserve in a former generation, and that sent out such excellent material into the country schools, there is a necessity that these high schools should render special facilities to those from the country desirous of qualifying themselves for teaching, and superintendents of graded schools owe it to the cause of education in the country to see that this is done. What with high schools, normal schools, college preparatory schools, seminaries, private and academic schools, there can never, I apprehend, be wanting opportunities for acquiring thorough scholarship by teachers in country or ungraded schools when the business of teaching in these schools shall justify such superior preparation. In other words, when the inducements shall be sufficient, the scholarly qualifications will be found in the market. — *Supt.* Ross, *in Ohio.*

INDUSTRIAL DRAWING. — Drawing in its industrial phase is a chief agent in hand culture. Its importance will be more and more felt as manual skill becomes more imperatively the demand of the times. The time for picture making is not in the years covered by our school work. But the study of geometric forms, the conventionalizing of natural forms within given limits according to the taste of the designer, the accurate construction of required figures, all have their practical bearing upon the activities of life. Observation or the use of the senses; analysis, or the application of the reasoning faculties to the forms and proportion of things observed; manual skill in representing to the eye the outlines of things observed, are all cultivated in a remarkable manner by the study of industrial drawing.

J. L. PICKARD.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

COMPOSITION AND DECLAMATION.

Q. Please state more explicitly than you have done yet what the law allows as to these exercises. Can the teacher or board require them?

A. A parent may direct that a pupil do not take a certain study. But if the study is taken, the pupil is subject to such rules, exercises, etc., as the teacher prescribes. The parent cannot interfere, and direct, for instance, that his child shall not go with the class to the recitation seat to recite. If the pupil is in arithmetic, the parent can not (and probably would not) forbid that he work examples, and confine himself to the theory of the subject. If in grammar, composition may be required on the same principle, and is in reality the most important feature of exercises in grammar. This view, as to composition in grammar classes was held by the supreme court of Vermont. It is not a departure from this principle, if the teacher has a certain day each week for pupils in grammar to submit compositions, according to their proficiency, just as he may have a special time for writing. As to declamation, a similar course of reasoning applies. And yet, in New York, where a pupil was expelled from school for refusing to declaim by his father's direction, a judge of the supreme court ruled that declamation could not be required. While he sympathized with the teacher and the board, he says: "I am constrained to hold the law to be that, where there is an irreconcilable difference of opinion between the teacher or the board of trustees [the same as school board here] and the parent, in regard to a study which is not included among those that the board of trustees are empowered to prescribe, the will of the parent must control." It is evident that the learned judge, in this case, looked upon declamation as a "study" by itself, and as one not included in the regular prescribed list. We are of the opinion that if the question had come before the Vermont judge, he would have held that, as composition is a proper exercise for pupils in grammar, so is "declamation" for all pupils in reading, or in acquiring the art of the utterance of language, including orthoepy. We do not mean declamation as a mere ornamental exercise, but as properly and judiciously required of those pupils who are in the studies

and exercises to which it belongs, and of which it forms a part. Such a ruling by a judge we should say would be sound and reasonable, and therefore hold to that view of the matter. We are curious to see what the operation of the adjudicated law of this state will be, when our new compulsory statute is in full effect (provided it does not prove, as elsewhere, a dead letter;) whether a parent will be allowed to confine the "elementary education" of his child in a public school to one or two studies.

THE BOARD.

Q. Can the board have the summer school begin in May, or April? Some object to it. The district took no action.

A. By "summer or winter. school" the law means school in the warmer or colder portions of the year. The board does well to have the "summer school" begin early. April and May are better months for it than July and August.

Q. Can the board suspend a pupil beyond the close of the term?

A. Suspension implies a possible coming back, but when and on what conditions is left to the discretion of the board. The suspension might take place near the close of a term, and there is no reason for holding that the opening of another term would of itself restore a suspended pupil.

THE TEACHER.

Q. Can a teacher collect wages for time spent, by consent of board, in visiting other schools?

A. He can not. The board has no power to grant any such privilege, with promise of continuance of wages.

Q. Can a teacher, with consent of board, make up lost time on Saturdays?

A. No. Saturdays are not school time, and the board can not make them so. Sec. 459.

Q. Can a teacher collect pay for janitor's work, if there is nothing said about it in the contract?

A. Probably not. By custom, teachers often attend to making fires, etc., in order to have all things ready in season. In such cases, no claim lies against the district.

Q. Can a teacher who has been hired for a winter and a summer term, be dismissed at the end of the winter term, by a vote of the district?

A. The contract can not thus be annulled by the district. The board can dismiss, but only for cause.

FREE HIGH SCHOOLS.

Q. Can a single district now establish a free high school, and, if so, how is the board constituted?

A. A district embracing an incorporated village, or a district having a graded school of two or more departments, with not less than twenty-five pupils ready to begin a high school course, may establish a free high school, and the district board is the high school board. (Chap. 245, sections 1 and 2, laws of 1879.)

CALLING A SPECIAL MEETING.

Q. Does the law give to the five legal voters requesting a special meeting, the right to fix the time?

A. The law is not very specific on the point. The clerk or other officer is to call the meeting. This may fairly be taken to imply that he may fix the time. As an officer, he represents the whole district. If the five voters could fix the time, they might take advantage of an expected absence of other voters, in order to carry some measure unfairly.

MISCELLANEOUS.

Q. If a new town is set off, but fails to organize, are the school districts in it extinguished?

A. They are not.

Q. If such districts vote taxes and return them to the old town clerk, and he assesses them, can they be collected?

A. It may be held that they can.

Q. Is a a cyclopedia a school book, within the meaning of the law, in section 501?

A. It is not.

Q. How are dog taxes to be apportioned — according to numbers? I mean of school children, not dogs.

A. The amount collected in any school district is to be paid by the town treasurer to the treasurer of the district, less five per cent. for services. R. S., section 1624.

Be severe to yourself and indulgent to others; you thus avoid all resentment.

Most people will forgive a great man's faults far more readily than they will praise a small man's virtues.

CORRESPONDENCE.

DETERMINING PER CENT. OF SCHOOL ATTENDANCE.

We should be pleased to have a solution from experts of the matters referred to below. — EDS.

HON. WM. C. WHITFORD, *Superintendent of Public Instruction:*

DEAR SIR — In looking over your Annual Report, I find, under the head of statistics for cities, Table XIV, that the "per cent. of attendance to the number enrolled," varies widely from 57 to 96, a difference too great to be attained by any honest and fair mode of computation. The latter figure 96 is, in my judgment, a mathematical impossibility, unless some arithmetical legerdemain is employed, the secret of which is not in my possession. The rule I have adopted for computing said per centage is this: *Divide the whole number of days of actual attendance during the year, counted from the register, by the product of number of pupils enrolled, into number of days taught*, or average number of pupils by whole number enrolled. If this rule is not correct, you will confer a favor by giving me a better one. Different methods of obtaining the per centage in question, seem to have been adopted by many city superintendents of the State, hence the wide diversity in the result. This seems to me all wrong. One uniform rule should be adopted, otherwise no reliable information can be obtained from an examination of statistical tables compiled for public use. If one superintendent is permitted to report the per centage of attendance, based on the monthly or weekly average, and secures thereby the unprecedented figure of 96, an act of manifest injustice is done to other public city schools, whose superintendents are governed more by considerations of accuracy than by marvelously high figures.

Will you do me the kindness to furnish the method designed to be followed in making up this item of report above referred to. Yours very truly,

A. H. CONKEY, *City Superintendent.*

Appleton.

A subscriber in Ohio says: I did think that I would discontinue the JOURNAL, as I had left the state, but I find that I can not get along without it. We are working hard for county superintendency here, but shall not get it this year. There is a great awakening on the subject all over the state, but probably not enough to carry the measure. F. G. L.

PORTAGE, April 4, 1178.

JOURNAL OF EDUCATION: — We have a student at Fox Lake Seminary, who has made a record in one direction which I do not believe any other student in the United States can excel. Mr. Levi H. Messeroy has been a member of our institution for two years and one term, during which time he has been absent one term. In this time, besides supporting himself and his mother and paying tui-

tion, he has built himself a thousand dollar house, and has kept a good standing in his classes. He has done this by working at his trade as a carpenter, and by doing any other work he could find to do, especially filing saws and catching muskrats, which latter abound our lake. His work has occasionally interfered somewhat with his studies, but never seriously. A. O. WRIGHT.

SPELLING REFORM.

EDITORS JOURNAL — In this March number of your paper, is a very interesting article on spelling reform, from the scholarly pen of C. C. Bayley. In it he gives a brief history of the outcome of several attempts that have been made at different times to reform our method of spelling. In the latter part of the article referred to, he states that his "object in writing was to suggest a doubt whether, if the reform be deemed practicable, it is really desirable." "Is not learning to spell," continues he, "as well fitted to develope mental power at an early period of mental growth, as any thing which can be substituted for it?"

With due deference to Mr. B's advanced years, superior attainments, and long experience in teaching, may I not ask, is there not some fallacy in the hypothesis that it is necessary for children to devote years of assiduous, tiresome, perplexing study, to learn that which might be far more perfectly acquired in a small fraction of the time with a simplified method of spelling? I am in hearty sympathy with the axman, who, when set to work by his employer, with an exceedingly dull ax, became discouraged and disgusted and quit the job, saying, that when he chopped he "liked to see the chips fly." And is it not true that every man, woman and child, possessed of reasonable ambition, and knowing the difference in the use of sharp and dull tools, abhors the latter? But what duller tool was ever put into the hands of a child, with which to aid in accomplishing an important work, than our English Orthography?

I have often thought that if any thing was well calculated to discourage the little a-b-c aspirant to literary honors, and subsequently crush out and ultimately extinguish whatever of ardor he may have imbibed for culture, our terrific orthography which he has to confront at the threshhold, and contend with for years, before he can enter more than the vestibule of the temple of learning, would more nearly than any other thing fill the bill; and may we not reasonably infer that vast numbers of pupils for this reason alone, become so disheartened with their want of success in mastering the intricacies of our clumsy, perplexing and unphilosophical method of spelling, that they subside into a state of carelessness and indifference, and thus acquire a decided and lasting disrelish for books and their contents.

What would be thought of a man who would prefer to travel a circuitous road, over a rough precipituous route of ten miles, when he might equally as well arrive at the same goal by traveling a single mile over a smooth, even, and pleasant way, and be sure of avoiding all the vexatious annoyances incident to the former? The plea, that by traveling the longer route, one would secure a better development of the muscular system, would avail little with the majority of mankind, as they find abundant incentives to secure physical development

in the ever existing demand for remunerative labor. Still more, the dread and drudgery of traveling ten miles to gain one, only because our forefathers made and traveled the road, is so disheartening, that it largely, if not wholly, counteracts the benefits which might otherwise result from the unnecessary toil thus imposed. Such is the road that all English-speaking people have hitherto been obliged to travel, who would gain access to the fair fields of literature, or to the ever expanding fields of science.

I understand Mr. B. is very ardent in the pursuit of knowledge, and I think he will quite agree with the writer hereof, that it is a great pity that so many of us should grope our way through the world, knowing so little of the "knowable." Why, then, if it can be avoided by improved methods, should we choose to keep our children, through endless generations plodding, snail-like along that old weary, devious and almost endless way, when a near, rapid, and pleasant one may be opened?

But, says Mr. B., "Memoriter studies should be almost exclusively pursued until a child is about ten years old." Without attempting to affirm or controvert this averment, it may well be asked, are there not limitless fields of knowledge into which these tiny feet may be kindly and tenderly guided, where may be found abundant aliment for the normal development of their expanding minds. If there be not in the minds of all children, an innate love and admiration of plants and flowers and trees, it is the province of the teacher, to cultivate in them a love of nature in all its departments, as the intellect expands and its capacity increases. Does not Botany present an inviting field in which to enlist the interest of our little beginners, and if it be important, to "develope mental power" by taxing the memory, can any one complain that the "barbarous" technicalities with which scientific men have seen fit to encumber that otherwise interesting science, will not afford ample scope for the exercise of that Heaven-bestowed faculty?

In return for the tedious and irksome task of memorizing technical terms, connected with the study of Botany, Physiology, Ethnology, Ornithology, etc., would there not be a large degree of compensation in the acquirements of valuable and interesting knowledge, which can in no manner apply to the study of Orthography?

Where is the compensation for the tax on the memory of learning to spell cough with five letters instead of three, of thought with seven letters instead of three, or at most with four, or knowledge with nine letters, when five would spell it quite as well, not to say far better? And the same may be said of a vast number, whose spelling seems to be based on neither reason or common sense, but seems well calculated to consume the time, effort, and patience of the learner. True it may be claimed that occasionally the manner of spelling a word gives a clue to its paternity; but does the meager satisfaction of knowing from what language a word was derived, afford anything like adequate recompense for the needlees labor of learning not only to spell as per present method, but, if possible, to the greater objection of forever repeating the superfluous letters now required in writing and printing? It is very obvious that with all superfluous letters eliminated — even without the addition of more letters to our alphabet, to promote greater simplicity in spelling — books would be very considerably

reduced in size and correspondingly in cost, and that the same would be true of handwriting.

When I took up the pen to commence this article, I intended saying something in relation to "what shall be done with the books now printed," but have consumed so much space on another topic, that I am necessitated to forbear further writing for the present. X. W.

EDITORIAL.

THREE-FOURTHS of the spring institutes have already been held, or are now in session. The attendance upon them and the interest manifested in their exercises, have been thus far most gratifying. The conductors express themselves as delighted with the work. The syllabus is regarded on the whole as more difficult than that of last year, and yet it seems to be mastered by a large proportion of the teachers. The enthusiasm exhibited this season, should be carried over into the summer and fall institutes.

AS IT is already known to many of our readers, the annual meeting of the State Teachers' Association will occur the second week in July next, opening the evening of the 8th of that month, and lasting until noon of the 11th. We have already noticed that this meeting will be held at La Crosse, where the teachers of the public schools, the Board of Education, and the people generally, will make the best exertions to accommodate the members, and render the exercises profitable. An excellent programme is in preparation. We expect to see a large number of the teachers of the State present.

THE annual meeting of the Conductors of our Teachers' Institutes will be called at La Crosse, on the 7th and 8th of July next. The exercises will open the first day, Monday, at 9 o'clock, A. M., and will be continued into the afternoon of the following day. Large attention will be given to the discussion of the topics furnished by the Institute syllabus for this year. It is expected that Monday evening will be devoted to the consideration of the course of study devised last year for the ungraded schools. The programme for this meeting is nearly completed, and will be published at an early day. It is desired that all who take part in conducting institutes in the State this year, should be present. Their expenses in traveling one way to La Crosse, and in attendance upon the meeting, will be paid as usual.

THE time of the annual examination for State certificates has been fixed to begin Tuesday, August 12th, and to continue four days. This arrangement will give applicants an opportunity to make some of their preparation during the

first part of the summer vacation of their schools. The examination will be conducted at Madison, in the Assembly Chamber of the State Capitol. The rule adopted last year, will be followed this year, that seventy-five per cent. be required as the least average standing in all the branches for the unlimited certificate; and seventy per cent. in all the branches for the limited certificate. Heretofore, the applicants for either certificate, who were not examined in a portion of the branches or failed in any of them, could present themselves for re-examination in those branches within one year. This rule has been so modified that the applicants for the unlimited certificate can pass the second examination at any one time within two years. The rule in respect to the limited certificate, has not been changed.

THE Committee on the Exhibitory Department of the State Teachers' Association, have issued a circular giving full directions for the preparation of materials for the exhibit at the annual meeting in July. They call upon the "city and county superintendents, presidents of Normal Schools, principals of High Schools and Academies, and teachers generally throughout the State," to assist them in securing a liberal contribution to this object. From the information which we have received, we are apprehensive that the response to this invitation, will not be as general and as prompt as the case merits. The small and extemporaneous exhibit at the annual meeting at Geneva Lake last year, was certainly praiseworthy and instructive. With a better organization and with a definite plan before us, we should make this year, marked improvement in this direction. Will not those who have been invited to co-operate with the committee, arrange early this spring to furnish the articles required, and the best which can be prepared? The city and county superintendents can easily forward the lists of their examination questions, their circulars, their records, and the monthly or term reports of their teachers. We should be glad to see the pupils' work from many of our country schools, sorted and arranged by counties, and set beside similar work from our cities. A hearty interest taken by our teachers and superintendents in this work, will make this feature of the annual meeting of the Association most attractive.

WE are firmly convinced that the instability of our teachers in their work, is a principal cause of the weakness in our public school system. Our condition in this respect is clearly and forcibly described in the following extract from the report of the French Educational Commission at the Philadelphia Exposition, on Public Instruction in the United States, as translated by Prof. Wm. Swinton, for the *Educational Reporter:*

In France a person enters the career of teaching with a view of creating for himself a stable and permanent position. Those who abandon it before obtaining their retiring pension form the exception. The young beginner expects to live and die a teacher, and, as each year adds to his previous experience, the time comes when, possessed of an adequate theoretical and practical knowledge, he is able to discipline his class methodically and successfully: so that the *role* of those over him is confined to giving encouragement of good-natured counsel.

Not at all thus is it in the United States. The profession of teaching seems to be a sort of intermediate stage in one's career — a stage at which the young woman awaits an establishment suited to her tastes and the young man a more lucrative position. For many young people, this transitory profession simply furnishes the means of continuing their studies. Sometimes the desertions reach incredible proportions: in Kansas, for example, one-third of the teachers, male and female, withdraw every year. Few male teachers remain more than four or five years in the service; and, if the lady teachers show a longer term, it is not to be forgotten that marriage is usually the end of their desires, and that, once married, they almost always resign their positions. Public opinion is, in general, wholly opposed to retaining married women on the school list, and in some cities it is prohibited by rule.

It has thus come to pass, by the mere force of circumstances, that the school authorities have been led not only to establish various regulations for the application of school laws, but also to lay down detailed courses of study containing the subjects to be taught in each kind of school, in each class, often in each division, and this for each term, if not for each month in the year. The time-tables in schools that are at all regularly attended are fixed in advance by the same authorities: the text-books are chosen by the school board or superintendent; and finally, school manuals, often of great value, are furnished as a *vade mecum*, from which teachers may derive information as to methods and the various details of daily work.

We desire to make another extract, at this time, from the very able and comprehensive report of the French Commission, referred to in the previous article. This relates to our country schools, their courses of study, and their school-houses:

ROMANCE AND REALITY OF COUNTRY SCHOOLS.

Owing to the representations of certain enthusiastic travelers, a most lovely idea of the American rural school-house is common in France: it is pictured as a nest under flowers. Thither resort, each morning, on prancing ponies, red cheeked lassies and lads, grave and proud and respectful to their young mates as our caviliers of the good old times. The mistress — herself young — smileingly receives them at the entrance, o'ershadowed by great trees. How remote is the reality from this picture, this charming exception to a state of things still in its rude beginnings! We traversed the vast plains where the husbandman struggles against an unconquerable vegetation, and the still half-wild valleys in the regions of iron, coal, and oil, — and it was not our lot to find any such school idyl.

In the country, stone or brick school-houses form the exception; frame buildings, so cold in winter and so scorching in summer, are much more numerous, and the log-house has not yet disappeared. In the most flourishing States, what complaints are made against defective school accommodations! Let it not be said that, in describing the rural schools of the United States, we have sought out exceptional cases: we have tried our best to do justice to that great country, but we cannot conceal the fact that in the rural districts the school-houses are poor affairs and poorly equipped. Thus in Pennsylvania and New Hampshire, the only two States whose exhibits contained documents on this class of schools, out of twenty-two teachers' reports, fourteen stated that the class-rooms were absolutely destitute of everything in the way of means for visual instruction, that is, there were neither maps nor blackboards; two schools had one map each; one school possessed an old globe; other schools no blackboards, no reading books; a single school was furnished with suitable apparatus. The pay of country teachers is far from remunerative, sometimes it falls to a most wretched figure, to $6, $8, $10 a month, which amount in the United States does does not represent from 30 to 50 francs of our money, but scarcely half that sum. Too often, again, the district boards speculate on the necessities of the teacher, and in the language of the superintendent of Tioga (N. Y.), reduce him to the mer-

est pittance. In no case is the teacher given his board, and up to this time the question of giving him a retiring pension has not even been raised. His brethren in France have, as it seems to us, nothing to envy him.

THE COURSES OF STUDY IN GRADED SCHOOLS

are still in the tentative period, not to say in a state of chaos. Some are too succinct and barely outlined; others reflect the personal predilections of the teacher and show that ingenuous pedantry so often found associated with total inexperience. Sometimes a good deal less than the required course is done, sometimes it is greatly exceeded, such studies as history, music, composition, drawing, and book-keeping being taken up, and in some cases algebra, physiology, geology, natural philosophy, and rhetoric even.

As regards country schools in general, we have to say that there was nothing in the courses of study or the time tables shown at the Exposition which led us to alter our opinion, that the privilege of getting up these documents should be withdrawn from the teachers.

The worst evil from which rural schools suffer, after this pedagogic anarchy, is irregularity of attendance. Teachers and superintendents bitterly complain of this. As a partial remedy, and as a means of allowing children to attend school without wholly depriving parents of their help, some States have lately established a number of "half-time" classes, in which attendance is reduced to a single session per day. This measure has everywhere been followed by good results, and it would perhaps be advantageous to introduce it into our French system, for the summer term at least, and in the case of the older pupils.

THE COUNTRY SCHOOL-HOUSES

are still in many instances built of wood, as are many of the finest dwellings, but they are frame buildings well put together, painted and conveniently lighted. More frequently the constructions are of pressed brick with stone trimmings and slate roofs. You have only to see these coquettish school houses, in the midst of vast lawns, shaded with fine trees and surrounded by palings, to judge of the place which the school holds in public opinion. It is indeed a national institution, devoted to the education of "boys whose votes will decide the fate of the Republic, and of girls one of whom may be the mother of the president of the United States."

What specially distinguishes the country school-house of the United States from that of Europe, is the absence of lodgings for the master or mistress. Nowhere in the United States is this arrangement found. It is an evidence of a state of things not without its unfortunate side: the teacher is engaged by the board for a year simply; he is paid by the month, and most frequently his certificate has but a limited duration. Under these circumstances he but comes and goes; when he is not a resident of the locality, he takes board for the school term and has nothing but a study or parlor in the school-house.

SPRING AND SUMMER STUDIES.

It is being found out that our school studies are too much confined to the dry things connected with reading, spelling, writing, and arithmetic, with a smattering of geography and grammar. These branches, especially geography, may indeed be rendered more attractive than they usually are, by the intelligent and ingenious teacher, but something else is needed. Or at least the information imparted under the general compass of geography, needs to be specialized, and given with some regard to method and system. The two branches of natural science which most readily lend themselves to the purposes of the teacher of children, are Botany and Entomology. Plants and insects abound, during the

warmer season of the year, and furnish a ceaseless variety, and work for successive years.

We hail with much pleasure, therefore, the series are articles from the accomplished pen of Mr. Westcott, on Entomology, of which we give installments in the March and April issues, and which are to be continued. We have selected, also, for this month, a chapter on a very curious and interesting phase of plant life, a description of the flowers that seem almost endowed with intelligence, in their action in entrapping insects.

But both these branches of study abound in evidences of the most wonderful adaptation of means to ends, and in exhibitions of grace and beauty; and objects for investigation are so numerous and various, so readily obtained, with so little infliction of pain upon sentient existence, and are so easily preserved, that every facility and incentive is offered to research. It is also very easy to interest a school in these things, if the teacher has the requisite interest in them, and some knowledge and experience. It need not interfere very much with the ordinary work of the school-room; the long summer days and the Saturdays furnish extra time for collections, and we should by no means consider it a waste of school hours, if little excursions were now and then made, and some outdoor instruction given within the limits of those hours. Then too the older and more intelligent pupils would push their researches and collections during vacation.

Then there is a practical side to the matter: not merely in that "useful information" is likely to be obtained, but in that an impulse and direction may be given to the mind and tastes and habits that will be of the greatest possible service to the pupil in after life; that will open the door to innocent and elevating enjoyments, and tend to deter from the frivolous, the dangerous and debasing.

We have an impression that Supt. Baker, of Pierce county, has been doing something in the direction indicated — at least with his teachers; we should be glad to learn from him, for the general good, with what results. Others may be able to furnish us some encouraging statements. We should be glad to know just how this matter is viewed and treated in the normal schools. To them we naturally look for the earliest and foremost movements in broadening the capabilities of our teachers, and so enlarging the usefulness of our common schools. We are disposed to think there is a phase of kindergartening, if that means judicious child culture, in which the normal schools may open the way in the direction which we have indicated, for the great good of the whole State.

As germane to the foregoing article, we may note here that the Boston Society of National History have commenced the issue of a series of "Guides for Science Teaching." We think they would be found useful by teachers. We give the titles of those received:

No. I. About Pebbles. By Alpheus Hyatt. 15 cents.

No. II. Concerning a Few Common Plants. By Prof. Goodale. 30 cents.

No. III. Commercial and other Sponges. By Alpheus Hyatt. 30 cents.

No. IV. A First Lesson in Natural History. By. Mrs. Aggasiz. Address Ginn & Heath, Boston or Chicago.

NOTES.

OVER $33,000 were expened last year in Iowa in conducting teachers' institutes.

DR. SEARS, agent for the Peabody fund, offers $6,000 to Texas towards the establishment of a normal school, if the State will contribute a like sum.

THE Supreme Court of Illinois has decided that "school directors have no power to make contracts for the employment of teachers for terms to commence beyond the expiration of the current school year."

A RECENT list of new works, issued by the Leipsic book-seller's association, embraces 1775 titles in pedagogy, either new works or new editions. But in Germany teaching is a profession, and has a literature.

THE *N. Y. School Journal* says that the the lady-principal of one of our schools remarked: "You do not know how much I esteem your paper. Indeed I can hardly find words to express my satisfaction at having become a subscriber." *Upon being asked what particular feature of the journal interested her*, she said, "In its columns I first saw Knapp's Throat Cure advertised, and I bought some of it and found such grateful relief for throat irritations, that I shall never be without it."

PROF. H. C. HOWLAND, Principal of the East Side school, Eau Claire, reports the enrollment of 347 pupils in his school during the past winter term, with 94.89 per centage of attendance in all the departments. He says: "Since the beginning of the school year in September, the attendance has been materially affected by sickness. Not only has the per centum of regularity been diminished, but the number enrolled is nearly fifty less than during the corresponding time last year."

THE *Iowa County Democrat* has opened an educational column; and in its first article, speaking of the defects of the country schools, it says:

The present incumbent of the office of State Superintendent of Wisconsin has announced it as his distinctive policy to improve the character of this class of schools. It is a laudable work. No more useful line of effort could have been marked out. But like all other noble purposes its achievement must be secured by overcoming extraordinary difficulties. The most formidable resistance arises from the errors of public opinion in regard to the condition and needs of these schools."

THE (N. Y.) *School Bulletin* says that at a competitive examination of teachers to select a principal for a union school, where the salary was $1,500 per annum, eighteen gentlemen who had been principals, and four ladies were examined. The following words were given them to spell:

Poinard,	Cat's-paw,
Separate,	Bouquet,
Business,	Ventilate,
Mingle,	Mignonette,
Scintilate,	Privilege,
Excellent,	Ethereal,
Allege,	Ecstacy,
Exhilerate,	Daguerrean,
Hymeneal,	Supersede.

One lady, a graduate of Packer Institute, Brooklyn, spelt all correctly, and she was the only person that did. One gentleman spelt all but one word rightly.

THE institute at Richland Center had 130 teachers in attendance. The interest in the exercises was excellent.

THE institute at Appleton opened with the enrollment of 80 teachers the first week. More were expected the second week.

THE two weeks' institute at Amherst, Portage county, was attended by 102 teachers. Conductor Graham speaks of the institute in terms of high praise.

AT least 140 members were enrolled in the institute at Sun Prairie. We hear that 90 teachers were examined for certificates in connection with the institute.

A correspondent says the Sturgeon Bay High School has turned out about eight young teachers in the past year. Mr. Smith, the principal, is doing splendid work.

MILTON COLLEGE closed its Winter Term March 18th. It has been prosperous and satisfactory. It has a hard working faculty, and a goodly number of advanced students.

THE STATE SUPERINTENDENT met, the third week in March, large and attentive audiences at Colby and Amherst, where he gave addresses upon the Present Condition of our State School System.

A BRIGHT circular is issued quarterly by the students of the Counting House, a commercial school at Neenah. We have been favored with the first two numbers. The winter term of the school has been measurably successful.

THE next meeting of the Inter-State Collegiate Association will be held at Iowa City, in May. At this time occurs the oratorical contest of the representatives of the colleges in the several states forming the Association. The draft of a new constitution will be submitted for adoption.

IN the institute at Colby, Clark county, which opened March 17th, thirty-nine teachers were enrolled. Among them was a nephew of the Assistant State Superintendent, who taught last winter in the adjoining county of Marathon. Only twelve of these teachers had previously attended an institute. Their average age was 20 1-6 years, and their average daily attendance was 36.

THE institute at Greenwood, Clark county, opened with 30 teachers in attendance. As will be seen this is the second institute held this spring in that county, one being on the eastern border, and the other being near the center of the county. The Superintendent, John S. Dore, writes: "Nearly every one in the institute wishes to teach this season. Prompt attendance and no tardiness indicate real interest in the work."

THE first week of the institute at Tomah had an enrollment of 106 members. Others were expected the second week.

THE Spring Term of the Oshkosh Normal School opened with 50 new applications for admission to the normal department proper.

THE institute at Evansville, Rock county, had 102 teachers in attendance the first week. Rev. T. P. Sawin, of Janesville, lectured an evening before them and the citizens of the place.

A CIRCULAR containing the amendments to school laws, passed by the legislature at their session last winter, has been issued by the State Superintendent, and distributed among the town and district clerks of the State.

THE Chicago *Times* of the 5th inst. notices that Prof. Almerin G. Sprague, principal of the public school of Evansville in this state, lectured at Rockford, Ill., an evening the first week in this month, before the county institute held at that place.

THE institute at Portage was attended by over 140 teachers. Supt. Scott has a faculty of inducing his teachers to attend annually his institutes, and he gives them on such occasions all the help in his power. It is very rare to find a company of more intelligent and active teachers of our public schools, in the other counties of the State.

THE teachers in Outagamie county have formed a library association, and have already purchased about 100 books, largely upon the subject of teaching. Four points in the county for the distribution of the books, have been selected. Supt. Flanagan gives special attention to the matter. Considerable eagerness is shown by the teachers in reading the books.

THE Appleton *Crescent*, under date of March 29th, says in a notice written while the institute held at that place, was in session: "This institute works well and appears to be interested in its work. This is, without doubt, due to the efforts of Prof. J. Q. Emery, the conductor, who is one of the most successful teachers in the State, and is greatly liked by all with whom he comes in contact."

PROF. SALISBURY has been invited to hold an institute at Elk Point in Dakota Territory, during the third week in April, and he accepts the invitation.

"IT is the common estimate of observers," so say the city superintendents of Ohio, "that one-half of the time of children attending the rural district schools is wasted for want of the adaptation of each successive step of instruction to that which preceded and that which is to follow."

THE State Superintendent is under many obligations to the editors of a large number of both daily and weekly newspapers in the State, for their favorable notices of his Annual Report, and for presenting to their readers some of the important facts and suggestions which it contains.

THE Kenosha *Telegraph* has published in full that portion of the annual report of the State Superintendent which presents suggestions as to the needs of our public schools. It would be well, if these suggestions were laid before our citizens in other parts of the State, and thoughtfully discussed this year in all our newspapers.

THE Geneva Lake *Herald* says, March 27th:

The Teachers' Examination held here on Tuesday and Wednesday was attended by the largest number ever assembled before Supt. Isham. There were 65 school ma'ams present who wanted their little "stifficuts" that they were capable of pounding total depravity out of our county youngster-. They left about 30 quires of legal-cap for Supt. Isham to examine.

REV. H. C. TILTON, of Janesville, who has been confined to his home by illness for a year past, died March 26th He had been a member of the State Board of Charities. He was an earnest friend of the public schools of the

State, as his addresses before teachers in our institutes and other educational associations abundantly testify.

DR. JOHN H. FRENCH, Principal of the Pennsylania State Normal School, at Indiana, in that state, has published the "Outlines of a Course of Study and Programme of Daily Exercises, for an Ungraded School." It is very brief, covering only two pages of a circular. He divides the school into four classes.

AN experienced county superintendent lately said that the average time in which the public school teachers of the state have had experience in teaching, would not extend beyond sixteen months. In his own county, he found about two years ago, on giving special attention to the matter, that of the 120 teachers employed, 100 of them had not taught on an average quite ten months.

IN the villages along the Wisconsin Central Railroad, north of Stevens Point, the people are giving commendable attention to the establishment of good public schools. We found a neat and convenient school house with two stories at Colby; and we learned that there are excellent ones in the other villages. These schools are well attended, and their teachers are mentioned with great respect.

WE recently had an interview with Edward West, Esq., of Appleton, the first public school teacher in the State. He is about sixty years of age. Vigorous in body and mind, he gives close attention to his extensive business connected with the water works on the Fox river at Appleton. We obtained some new facts in respect to his school, taught in Milwaukee, forty-two years ago.

THE Waukesha Union School has recently issued a very neat pamphlet of 16 pages, containing its course of study, the list of the text books used, and the rules and regulations for the teachers and the pupils. The explanations of the course of study are full and judicious. The decided views and the energetic work of the principal, Prof. A. A Miller, are everywhere visible in this course.

PROF. W. N. HAILMANN, now of Detroit, Mich., has issued a pamphlet of 20 pages, under the title of "Letters to a Mother." It contains six of these in explanation of the nature of the methods of the kindergarten. These letters are marked with the usual clear conception and the vigorous statement of the author. The work is published by Carl Doerflinger, of Milwaukee, and forms a portion of a series of tracts on the "New Education."

THE public school at Eau Claire, under the charge of Prof. A. J. Hu ton, reports a degree of perfection on the subject of tardiness seldom reached. During the winter term, only one case of tardiness occurred in the high school, with an attendance of 45 pupils. The three rooms of the grammar department, with an enrollment of 154 pupils, had no such case.

MISS LIZZIE HANSON, one of the students in the high classes of the above school, living two and three-fourths miles from the school, has missed only three days, and been late but once, during the fall and winter terms of twenty-six weeks, having walked during the time about 700 miles. As a consequence, she has ranked among the first in scholarship and deportment.

SUPT. LUNN held, the last week in March, at Merrimack, in his county, the combined exercises of an examination of teachers and an institute conducted by himself. It was attended by 57 teachers, mainly from the eastern portion of the county, and they were deeply interested in the exercises. A similar meeting of the teachers in the western part of the county, will be held at Ironton, the third week in this month.

G. and C. MERRIAM, of Springfield, Mass., the publishers of Webster's Unabridged Dictionary, have recently added 163 pages to this work. These contain a supplement of over 4,600 new words and meanings, and a new biographical dictionary of over 9,900 names. Under the latter, are furnished the names of noteworthy persons, ancient and modern, including many now living, giving the name, pronunciation, nationality, profession, and date of each."

THE STATE SUPERINTENDENT has appointed H. H. Woodmansee, Esq., of Oconto, Superintendent of Schools of Oconto county, for the the residue of term for which L. W. Winslow was elected a year ago last fall. On the formation of Marinette county, Mr. Winslow was appointed Superintendent of that county by the Governor, and he entered upon the duties of the office March 13th. Mr. Woodmansee enjoys in a high degree the confidence of the citizens of Oconto county; as did Mr. Winslow, his predecessor.

THE Green County Institute, which holds its session this spring for six weeks, has employed President E. A. Charlton, of Platteville, to conduct daily the recitations in English Language, Civil Government, and School Economy. Supt. Richmond, who has charge of some classes, has employed his sister, a member of the graduating class in the four

years' course at the Platteville Normal School, to give instruction in United States History and Geography. Fifty-three members were enrolled the first two weeks.

WE have recently made our first trip on the Wisconsin Central Railroad to Clark and Marathon counties. The road seems to be in excellent condition, and the conductors and other employees on it are very courteous and accommodating. We were surprised to find the large amount of excellent pine and hard wood timber along the line of the road. Most of the villages starting up on this line seem to be thriving. Many of the saw mills are active, and establishments for the manufacture of various wooden articles are employing a goodly number of hands. The soil in the two counties, visited, is much better than what we expected to find. It is largely clayey in composition, and is specially adapted to grass. We met a member of the Assembly from one of the eastern counties of the State, at Colby, looking over the lands in the vicinity, with the view of purchasing a farm. The opening of this railroad through the northern central portion of the State, contributes greatly to the development of the resources of that region.

PROF. HUTTON, of Eau Claire, in his report on the winter term of his schools, makes the following just remark:

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WISCONSIN

JOURNAL OF EDUCATION.

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PRIMARY READING.

The object of education is to awaken and develop the faculties of the mind, to arouse thought, to sharpen, quicken, and deepen the mind's activity.

When a child arrives at an age sufficient to begin school life, he is immediately taught how to read, because it is a medium for gaining most other knowledge, as well as being a great means of discipline in itself. It is to be hoped the kindergarten will be instituted in every district, that the children may no longer be sent to the public school at so early an age as they now are.

I will define reading as the apprehension or expression of a certain class of signs, representing thought. Then lessons in reading should be conducted with immediate relation to thought. Signs have no value apart from the idea they represent. "The spoken word is sign alone as it leaves the speaker, for it carries nothing, it creates nothing," and awakens not the mind, if the hearer is not acquainted with the idea it represents, and so, fails in its mission.

When a child is taught a letter, or, to him, a meaningless word, no thought is awakened, therefore but little interest. The one single gain to the child is the acquired power to recognize and name a meaningless sign, which soon becomes a slow, uninteresting process. Children taught by the alphabetic method, first learn to name the letters, then to read words by first spelling them, and the whole attention is so absorbed in making out or pronouncing them, that the ideas become of secondary or no importance, the reading unintelligible, and the perceptive faculties at last deadened instead of quickened.

One word may occur six times in a lesson, yet each time it will be spelled. The power for immediate perception of words at a glance from their form, is not developed but forced to sleep. And what a field this is for the cultivation of the perception of form, with the many words with their slight variations. It is a disgrace to the profession that there are still many teachers who ignorantly and lazily cling to this ancient mode of persecution.

In the little child there is no idea conveyed in such words as by, was, is, as, so, etc., which compose the greater part of the common words of two or three letters, that are by many teachers taught first, because they are small. Such teachers have taken but one short step beyond those who teach the letters first; and that blindly, simply because somebody has said words should be first taught. Indeed, during the first stages, it is not as good a method, as these words express no more to a child than a single letter, and he acquires not even the faint idea of sound that he might by spelling the word. Children who read in the thoughtless, drawling style which results from such methods, have to rise above its benumbing effects after school life, by force of nature, if sufficient force they chance to have, and by no means *do* all; and all must necessarily sustain some degree of injury through life. Prof. Hyatt remarks concerning the inevitable results attending the text-book system and the superiority of the oral method, that "after a mind has been drilled in the ordinary manner for a number of years, the effects are not negative, they are positively injurious. The young men and women who ordinarily come to me at the ages of eighteen to twenty-five, present a pathological condition of the brain due to this cause, and it is with great difficulty they acquire a habit of close observation." And this method of teaching stands in the same relation to a better one which I will endeavor to present you, as the oral to the text-book system. "In the words of another, 'a child knows a fact, not when it can say the word, but when it can think the thing.'" So, later in life, a taste for reading, made distasteful by bad teaching, and power for close thinking, must be acquired.

In all our teaching, we should study as our model the Great Teacher, His mode of developing His children, for it is the one perfect mode. Children early in life evince a marvelous aptitude for the use of signs. They meet an object, new and nameless to them, and immediately describe it by indicating its size and form, its movements, if it be animate, and imitate the sound it may produce, and close by naming it from some one of these qualities. What joy is manifested, they hardly

know how caused, when the common name is told them. For thereafter the single sign, the one word, will embody all it took them so long to describe. From this we draw the conclusion that in nature the idea precedes the sign, the perception of an object precedes its name. There is first the demand, then the supply. The mind must gain through its senses a knowledge of things external to itself. So in teaching to read, we would first present to the class an object, an action, some embodied thought; when the real things cannot be present, pictures and drawings should be used. This done in the most easy, natural manner possible, awakens a desire in the mind of the child for some verbal expression of the impression produced, and we increase the realm of language by drawing out that expression and leading him from his first crude efforts into more nearly perfect expression.

The meaning of a word in the mind of a little child is very narrow and indefinite. Class C read a few days since that "the duck has a bill." When asked on what part of the body it is, if on the feet, one answered *yes*. Though some could point out on the picture its situation, none could tell intelligently what or where it is. Class A read, concerning some young birds, — "Let us take them home for they will *soon* be able to sing for us." Upon being asked how old they must be before being able to sing, the replies were, from one to seven years. So the child must be led to use the words which are to occur in his lesson, in conversation preceding it, to use the same sentences, if this can be brought about not arbitrarily, that the meaning may be extended, as it only can be, by enlarging the knowledge of the realities of which they are the sign.

For the first lesson in reading might be taken the sentence "The boy runs." The little ones are bashful and awed on their first entrance into school, so they should be talked *with* (not to) in a pleasant assuring manner; of whether this be their first day at school; how they came; if alone; if they were tired; if they walked; if they walked fast; of how, if they had been in a great hurry, they would have come; and thought of running will be developed, and the word *run* given. Then we might learn if any ran that morning; as we never saw them run, could they really do so? To be sure they can, we would like to see them run. By this time they will have become sufficiently at ease, so that some brave little fellow will, with a blush, volunteer to give proof of his powers. And at last is evoked the sentence — A boy runs. As we go from a whole to its parts, from the

simple to the complex, such being the order of the mind's perceptions, the whole sentence should then be written on the board, and the class told that it reads, A boy runs. Each one should then read it and make an effort to reproduce it on the board or slate. Quite likely they will know when called upon again which word is *boy* and which *runs*. For further lessons might be taken such sentences as, A girl runs, A dog runs, A boy and a girl runs, A boy runs and plays, etc., introducing but one or two new words at a lesson, and never forgetting to make as much of conversation, thought, and of representation of the lesson as possible. One of the greatest faults of one of our best and latest readers, is the great variety of words at the outset They confuse the child and none are indellibly impressed; so the lessons found in these books cannot be used till after several weeks' judicious training in lessons prepared by the teacher. The use of such words as: an, in, on, etc., should be most carefully illustrated and taught in connection with other words, as they are used; for in themselves they convey but a very indistinct idea to the mind of a child. I would not *insist* upon a perfect thought in the first lessons, but there must be a definite idea, something the senses can perceive, the mind fully grasp, as, A box, or *A red box*. Sometimes something of the Mother Goose style will highly please, as, calling the rat Mr. Rat. Originality should be encouraged from the beginning, as by the teacher writing sentences leaving blanks to be filled with some familiar word and original sentences of a similar character. The first sentence asking a question should be understood to be a question, and that it always closes with the mark indicating it. The class should be taught as carefully to make this as the words. This is the first of such signs that I would teach; after that the surprise mark, then the period. They might be told that when there is neither surprise nor a question indicated a period always closes the sentence. Very early the attention of the class can be called to the fact of all sentences and names beginning with a capital. In the first words taught there should be as great a variety of form as possible, for the mind first perceives differences, then similarities, and the perceptions are at first vague and indefinite. In many of our readers is noticeable the ignorance of this fact in the mind of the author, for words quite similar seem purposely collected in the same lesson, as *mat*, *cat*, *hat*, *bat*.

Not until the child has had considerable training can these lessons be used pleasantly and profitably. It presses the mind as though very weighty. The words are made distinct and definite by compari-

son or the perception of differences. Before taking similar words, the ear and eye should both have had previous training on the form and sounds of letters that they may be immediately connected in the mind at sight. All reading lessons prepared for children should be as simple and natural in language as possible, and of objects and acts with which they are familiar. Those concerning their own childish affairs please most. As the pupil advances the length of the sentences read increases until he is unable to take in the whole written sentence at a glance. Therefore they should be divided into parts of such length as the sense may dictate — as he can perceive and grasp as a whole; and he should be trained to rapidly recognize and pronounce these parts promiscuously pointed out. He is gradually led to a knowledge of the new words found in his lessons, first, by speaking them understandingly in conversation preceding the reading; secondly by reading them with known words as signs of the thought just uttered, (which can now be done naturally, as though talking); third, by reading parts of the sentence such as can be perceived at a glance, (you see each step brings him nearer to the individual words); fourth, each new word is taken, singly pronounced and sounded, after which he again reads.

In this manner there can be no faltering reading, but it is from first to last, naturally and easily done. It is evidently a method which, carelessly used, might lead to a bad habit of reading from memory.

The finer, the more complicated the music, the more perfectly should it be rendered. The better the theory the more carefully should it be applied. And no teaching should be done carelessly.

So far, nothing has been said with regard to sounding or spelling the words. O, happy day for the primary teachers and future generations when our most abused and labor making manner of spelling is revised.

By teaching as I have directed, the child can learn to read without knowing either the name or the sounds of the letters: but he would be able to read only such words as had been taught him; no words to him new could he pronounce, for he knows nothing of the sounds of the letters. Mark the sounds, not the names. We suppose him not to know nor to need to know the name of a single letter. After much practice in reading, he would unconsciously learn something of their sounds, but it would be a long time before he had acquired enough of this knowledge to be sufficiently conscious of it to apply it in pronouncing a word. As it is desirable in teaching reading, as in other

philanthropic labor, to assist people to help themselves, rather than give outright of our own store, thus making them in time able to do without our assistance at all, it is evident that the child should be taught the sounds of the letters, that he may be able soon to read without a pronouncing machine. Why did the "old masters" teach the names of the letters and oral spelling? Simply because the names shadow forth the sound, and through naming the letters of a word may be caught a faint glimmer of the sound of which it is the sign. For no other reason could it have been (I doubt their knowing any other than that their predecessors did so), unless it were that they might have the exquisite pleasure of going to spelling schools, or to perform the filial duty of telling their mother how to spell a word occasionally, when she wrote a letter. This latter conclusion is not drawn from my own experience—quite the reverse.

Doubtless you perceive ere now that I would have no oral spelling. It is quite unnecessary that the names of letters be taught. I heard a teacher at an institute say she thought a bright class of children could "learn the letters" in four months; if that be the average time, and it is no assistance in learning to read or spell, then it were certainly much better to defer this work to a time when they may be learned in a few minutes, for to know the names is simply a matter of convenience in designating the characters; and there is enough of necessary and profitable work to make this unnecessary as a discipline. This work can as well be done incidentally, by the teacher scanning the letters of a word, as though they were known by the pupils. In this and similar ways, they will soon be learned without any conscious effort on their part.

Now the question arises, When shall we begin teaching the sounds of the letters?

It is évident from what has been said that we would not, as in Germany, and in some American schools, teach the sounds of the letters at once, before anything else. Attending this method would be many of the deplorable results of the alphabetic method. If we treat written words first as signs of sounds, we must for a time neglect their chief use. The word must be reached by attending to the letters. There must be a recognition of the forms of the letters and their sounds, then their combined sounds resulting in a word. The child must deal with form, sound, synthesis and analysis. There is but a definite amount of energy to be expended by the mind at one time, and in the undeveloped mind of the child this is but slight; hence it should be directed to but one thing at a time.

The idea is necessarily set aside for the time, and the burden of the teacher's work is simply to teach to pronounce words. And, though the child may be able to pronounce words he does not understand, he is also forced to not understand words with whose meaning he should be perfectly familiar, for all thought is suppressed.

We are apt to think that because the words are in daily use by himself and others, he should be able to understand them without any special effort; but this is not true, for all the little power of his mind is directed to a scientific method so wholly new and difficult that he is already overtaxed, and, as previously said, this must give rise to mechanical, hesitating utterance, and deprive him of power for thought or comprehension.

It is not strange, nor the pupil's fault, that study becomes so difficult for him that he must read a sentence again and again, before comprehending it. He has not been accustomed to perceive the sound and meaning of the word at a glance, but instead to plod through the dull letters till his brain is callous and rusty for want of proper exercise.

Then, if the child can be taught so as to make the written language instantly significant, there is an important point gained which, we believe, incurs not so great a loss. The child should be taught to recognize written forms, first as signs of ideas, and secondly as signs of sounds; of ideas first, because this office is more important.

Did you never notice how predominant is destructiveness in children? that only as the soul grows, do they gradually outgrow it, and that in ratio with its decline does constructiveness develop? That it is later in life that they desire to build?

The phases of teaching reading should be in the order of the child's natural development. For the first few weeks, in reading, nothing should be done with regard to sound; then this work should be begun by directing the class to pronounce the words slowly, more slowly, still more slowly, until at last the word breaks into parts. These exercises should be continued till it can be done quite expertly, then the pupils' attention drawn to the fact that these consecutive sounds are represented by the letter characters. Then, with our present orthography, the most difficult work begins. Happy Germany! The sounds of the vowels and consonant sounds, with markings of letters, diagraphs, double consonants, etc., etc., are to be taught; words spelled by writing them, marking and giving sounds of letters, and rules for spelling, pluralizing, etc., deduced from examples. The

question of how to do this next arises, but there is not time for its discussion in this paper, for "the ways they are many, the end it is one."

E. E. JESSIE.

Black River Falls.

ENTOMOLOGY IN THE PUBLIC SCHOOLS. III.

As soon as one has made himself thoroughly familiar with the foregoing scheme of classification, and can readily assign any insect to its proper order, his attention should next be invited to the matter of the arrangement of cabinets suitable for the preservation of his specimens. Cheapness, simplicity of construction, convenience, and security from the incursions of marauding insects are plainly the *desiderata.* The so-called Philadelphia case, is constructed so as to open like a backgammon-board, both parts being available for cabinet purposes. Each part is lined with sheet cork. This material prepared in strips twelve inches long by three and half inches wide and of any desirable thickness, may be obtained of cork-manufacturers or of wholesale shoe-dealers, the cork strips being designed for insoles. These boxes of convenient size, made of good material properly worked, and substantially bound, will cost not less than two or three dollars each. Such boxes placed side by side on a shelf make the very best working cabinet, one great advantage being that the number of boxes may be increased as the specimens in the cabinet increase in number, and any additional box may be put into its proper place in a natural classification, without necessitating the re-arrangement of the entire cabinet. An excellent cabinet may however be constructed more cheaply in the following manner: Have made substantial pasteboard boxes, fifteen inches long by twelve inches wide, and about one and three-fourths inches deep. Four strips of the cork above mentioned may be glued to the bottom of each box, so as to occupy fourteen inches of its length, a half inch of space being left at each end of the box. The paper lining which should always cover the cork may in this case be allowed to fall into these spaces, a depression equal to the thickness of the cork being thus left for a use which will presently appear.

These boxes in any desired number should be kept in a well constructed, wooden cabinet, care being specially taken that the joints about the doors shall be insect-proof. If small rubber-tubing is let into a groove carried around the entire frame against which the doors

of the cabinet shut, the depth of the groove being somewhat less than the diameter of the tubing, the almost certain immunity from the attacks of insects thus secured will many times repay the trifling extra outlay. Such doors are but little more expensive than paneled doors and add much to the appearance of the cabinet. The room within the cabinet will be more fully utilized if zinc or sheet-iron supports for the boxes are substituted for shelves. These supports may be made of strips two or three inches wide, bent lengthwise at right angles and tacked to the upright end pieces as well as to the corresponding center piece, should the cabinet be constructed for the admission of two rows of boxes. It is evident that the room occupied by shelves will thus be reduced to a minimum.

If the fronts of the boxes are made double, and three or four inches of the outer part judiciously left out in the center, a receptacle for a card can be thus constructed, and the facility with which one may thus label a box according to its contents will be appreciated when the cabinet comes to be constantly used.

But if one's specimens are frequently handled and carefully watched, still cheaper contrivances will answer a most excellent purpose. Let the young entomologist procure from some neighboring tobacconist or grocer two or three times as many cigar boxes as he thinks he will be likely ever to need. Let them be of uniform size, as long and wide as may be, but no deeper than the ordinary box holding fifty cigars. By going or sending to the nearest sash and blind factory he may have a 3x11 joist sawed crosswise the grain into one-fourth inch strips, and this material forms an excellent substitute for the cork above mentioned. Indeed, the wood has its advantages when compared with the cork. The elasticity of the cork seems to loosen gradually the pins by working them upwards. so that if one happens to overturn a box whose contents have been pinned therein for some considerable time, the chances are that nearly all the insects will be displaced and broken, while a similar accident to a box lined with wood as here suggested, woutd be productive of very little harm. The disadvantage is that the wood does not receive the pins quite so readily as the cork. The wood may be glued into the boxes or nailed with gimp-tacks clenched beneath the bottom of the box. The boxes may now be lined with white paper and covered on the outside with some dark-colored paper to suit the owner's taste, and the entire expense need not exceed five cents a box. Some care should be exercised in selecting a paper for the lining. Figured paper is preferable to plain, as the lat-

ter shows more readily the least soiling. It is well, too, to select paper of a strictly geometrical pattern, that the eye may thus be assisted in arranging the contents of the cabinet. Insect pests may usually be kept out by the presence of gum champhor. This may be loosely left in the boxes, and the depressions along the ends of the pasteboard boxes above suggested, will be found exceedingly convenient for this purpose. The lingering aroma of the tobacco in the cheap cabinet last suggested, is also a valuable assistant in the same direction, as insects usually flee incontinently before the very odor which has such a mysterious attraction for some bipeds. Another advantage will be found in the selection of cedar boxes rather than those of stained whitewood, which, perhaps, are more common in the market. If, however, through neglect, pestiferous insects are found in the cabinet, they may be most effectually routed by the use of benzine. If such are discovered the promptest measures are necessary in order to prevent the total ruin of specimens already preserved. It is said on good authority, that common mutton tallow is also efficaceous in driving away some of the more common cabinet depredators.

The young entomologist will find it almost absolutely essential to provide himself with entomological pins. The common German pins may be procured of Queen & Co., of Philadelphia; Klaeger and Carlsbad pins, of B. Pickman Mann, Cambridge, Mass.; English pins, of William Saunders, London, Ontario, Can. Opticians in smaller towns and cities rarely keep supplies of such special material. An application to the above parties would doubtless bring samples and prices, the average price for small orders being probably $1.25 per 1,000, and for large orders, $1 per 1,000.

Insects in cabinets should be arranged at uniform heights on the pins. Beginners will here do well to recollect a few important points. The insect should be low enough down on the pin to admit of its being easily handled by the head, and not so low down as to have the insect interfere with the bottom of the box, or so as to have the pin disagreeably prominent above the insect's back, so that attention be drawn away from the insects, or so as to interfere in any way with the use of a magnifying lens when the insect needs to be closely examined. In this matter, tastes differ and experience varies, but from five-sixteenths to one-half an inch is perhaps the usual practice with American collectors.

The inexperienced manipulator will soon find that he needs a few tools. An ordinary hand-lens, procurable of any optician, is indis-

pensable. The little apparatus provided by the publishers of Gray's Botanies, for use in the analysis of flowers, serves here an admirable purpose. By means of a pair of strong pliers with curved tips, one may not only relieve the fingers of much fatigue, but by their use he will set his specimens much more accurately and firmly than he otherwise possibly could. A strong needle set into one end of a wooden pen-stock will be found a useful little implement. The stock may be cut down to about two-thirds of its usual length, and with a sharp knife smoothly tapered to the insertion of the needle, that the otherwise blunt end may not obstruct the vision. Should the beginner experience any difficulty in arranging his specimens at the desired height on the pins, he may easily construct a gauge to assist his vision. From the upper end of the pen-stock with the needle point, let him cut away about one-third of its thickness, by a straight cut from the end down to a clean cross-cut, say three-eighths of an inch from the end, thus removing a small piece three-eighths of an inch long. Now it is obvious that if the head of the pin is placed against the nick formed by this cross-cut, and the pin it thrust into and through an insect until the upper end of the pen-stock just touches the top of the insect's back, the pin must project above the insect just three-eighths of an inch.

We are now prepared to consider more particularly modes of discovering, capturing, killing, preserving, and arranging insects for the cabinet. We shall take the different orders *seriatim*, beginning with those insects which are most easily handled, and perhaps most numerous, viz., the *coleoptera*.

O. S. WESTCOTT.

To be continued.

PUNISHMENT.—The amount and kind of punishment inflicted at school is one of the best tests of a teacher's capacity and fitness for the station he occupies. No subject connected with school management is more delicate, none more important, and none requires more judgment, discretion or wisdom. As a general rule, the best teachers are those who punish the least, and the wisest, those who make the best choice when punishment must be inflicted. Whatever savors of ill-temper or brutality, whatever tends to the injury of the body, mind or sensibilities of the child, is to be unsparingly condemned.—*Educational Weekly.*

SELECTED.

TEACHING THROUGH THE EYE.

Through the eye is the direct way to the brain, quiet as the operation is. Children weary very soon of mere talk, which few can make clear enough and simple enough for them to understand, or feel interest in. They want something visible or tangible to confirm and anchor their new ideas upon.

In the schools of our village object lessons are given every day, teachers taking turns to visit and talk to each other's schools, while their own is conducted by some high school student. When our children come home, I often question them as to what they have learned in this way. If some actual object has been shown and used for illustration, they come of themselves, eager to tell and explain the new knowledge they have gained. But if it has been "all talk" they come but shyly, even when called, for they feel that the lecture which "came in at one ear, has gone out at the other." They have had no spool on which to wind the thread of it; nothing for the eye to take a picture of.

It is hard to say whether the powers of external or internal vision possessed by the eye are the most wonderful. A mere glance outwardly suffices to receive and retain enough for the tongue to tell of for an hour. And the inner vision has such capacity that a moment serves for the recall and view of any scene, any picture, any word, that the eye has ever fully photographed. A young lady home from church will recall no end of items, gathered by the slightest glances of the eye. The ear has heard service and doctrine for an hour, but a sentence or two will give you all that it has retained. Children see and recall even more quickly than adults, and they retain better the images of things seen.

It may be said that in teaching reading we necessarily use the eye. We use, ordinarily, but half its powers, employing only the external vision, whereas its introspective service can be most usefully engaged, as we shall presently see. In teaching geography, great advance has been made through the use of outline maps and globes which show configurations so well. In grammar there is much gained by dividing the sentence into its main and subsidiary expressions, with enclosing lines which map it out into a main hall or avenue with extensions of

attached rooms or passages; these again having, oftentimes, their closets or courts. In arithmetic and geometry our best schools use, increasingly, more and more of illustrative figures or bodies, but still more might be done to retain the aid of the eye. In teaching the tables — lineal measure, for example — the scale of inches (and of centimeters, too) should be marked on every slate, ruler, and copy-book; and measurements should be made of everything on or about the desk; first roughly in inches, then in eighths, then in centimeters, and finally with the precision of millimeters. (The scale is easily transferred from the edge of one of the sheets of stationery supplied by the Metric Bureau, Boston). On entering upon tables of capacity, actual pint and litre measures should be used, with a box of saw-dust, with which to make two pints one quart, and so on to bushels. Tables of weights should be similarly illustrated by balance scales. A five-cent piece will give the weight of a gram. In fractions, a clear base is gained by showing first the unit — one thing of any kind and then its parts — pieces, fractions. Keep the unit in view. Employ the eye.

Methods of using the inward as well as the outward vision of the eye in teaching, first, the elements of reading, and then spelling, were illustrated at an institute which I attended lately. Several classes were exercised by their teachers as if in school. Little ones of six to seven, read words by putting the sounds together, and then sentences by putting the words together, doing it with a charmingly easy and natural intonation. Then, as a means of sealing and securing the impression of the figure of the word, they were next exercised in recalling it, and they did this by a process which seemed to astonish the audience. The teacher wrote on the board the homographic signs which represented the sounds in a word. As soon as he had the homograph written they were ready to analyze it. And when he had some *eight or ten* words thus chalked down, they were drilled a few turns in calisthenic movements to freshen them up, and then directed to take their slates, copy the homographs, and then translate them into letters. They showed their slates round the wondering audience. It was manifest, first, that they could enunciate the words with perfect rendering of every sound; second, that they could recognize and pronounce them at a glance; and third, that they could see the words so distinctly by introspection or inward vision, as to be able to copy them from memory only, with the letters arranged just as they had seen them in the book, their only guide being the pronunciation given in sound-signs. They could spell them too by hand — the only

spelling ever practically wanted. This is thorough work, but they liked it. They could see their way all through.

Other classes dealt similarly as to recalling and copying the inwardly seen images of harder words, phrases and sentences; the higher classes showing equal expertness, both in rendering selected words into homographs and in translating homographic "dicteé" into standard orthography. It was explained that the pronunciation of a word, as "ache," for instance, is shown in sound-signs in order that only the correct letter-form shall be seen and imaged in the memory. Such mere orthoepic spellings as *ake* or *aik*, being false in practice, are never shown in letters but only in homographs.

"I see now," said a friend, a director from another county, "I see into it. I judge of my own spelling by looking at how I have written it. I don't trust my ear. I never pretend to say over the names of the letters now as I did at school. All that work was for nothing, or nothing but harm. It wasted time to no end, and made me sick of the spelling book, and all connected with it. I remember how I had great trouble with the word 'sugar.' I had the idea, or the picture in my mind of an *sh* at the beginning of the word. And I had to have a special practice of writing that word over and over, looking hard at the 's' before I could get rid of the 'h.' I believe in starting children as they should go on, and it's very plain that they can learn spelling a great deal easier and faster by the eye than by the ear. They should begin that way and go on that way. These little dots, with their slates and their lively tones, show that it's a pleasant way as well as an easy one. But, I declare! I'm astonished to see them. As for the bigger ones, their work is tip-top. I must get our teachers to look into this."

"A distinguished teacher in Germany has writted to Prof. Adrian Scott that spelling, all over Germany, has been crowded out by the sound-method, which teaches the *sounds* represented by the letters, and pays no attention whatever to their *names*. Only a few quite aged teachers still employ spelling." *(N. Y. Tribune, Jan. 16.)*

The method here referred to may be illustrated by taking one word, for example, "*schuh*" which has precisely the same pronunciation and the same meaning as the English word "*shoe*." There are but two sounds in it, although the Germans use five letters and the English four. These sounds are *sh* and *oo*. The old way of teaching the child to read required him first, in the case of every word, to first learn by heart its senseless, useless, rigmarole of letter names; this being, for

the word schuh, *ess*, *tsay*, *haw*, *oo*, *haw*. (Then the child is to say "shoo.") The new way simply treats *sch* as one letter, its sound being *sh*, and its name of little or no consequence. So with *uh*, which is one letter, one sound — that of long *oo*. Knowing this, once for all, the child can put the two sounds together, and pronounce the word at first sight, and will delight in doing it. By the other old way, stumbling blocks, that he can neither see through nor over, are heaped in his way, and he is driven over thom by dint of superior force. In English we do just as barbarously, but as the poor innocents don't know enough to remonstrate, and as we are hardened into habit by constant reiteration (like those "aged teachers"), we hardly see or feel our wicked cruelty and waste. Instead of feeding children's minds with digestible and strengthening food, such as they crave, we drug them with such stupefying formulas as *ss*, *aitch*, *oh*, *ee*, for shoe; as the French, too (see p. 239, Jan. No.), used to put them through *se he oh ooee iks*, for the same two sounds in *choux*. Every teacher in actual practice, and every school that is preparing teachers for fullest usefulness, should make a test of these important changes of method. — W. G. WARING, in *Pennsylvania School Journal*.

POLITICAL GEOGRAPHY.

Political geography sets out with the question: "What relation has the earth to man? If individuals are isolated, placed by themselves like Robinson Crusoe, it is impossible for them to achieve a high civilization.

They cannot make use of nature around them. Only by combination in the form of society can man realize his rational well-being. To a savage, geography has very little interest. He wishes to know only where the wild game most abounds, or where to find the best stream for fishing.

Civilized man builds towns, and begins to own real estate; then internal commerce and the rights of property develop. Money, the universal solvent of values is invented — by it all property can be measured, and thus becomes exchangeable.

Commerce is the feature that characterizes complete civilization, and commerce is the central interest of Political Geography — consequently of all geography.

Commerce is not confined merely to the exchange of articles of

food, clothing, and shelter, although this is its elementary form. It is chiefly important in the exchange of spiritual products — institutions, ideas, arts. The interchange of manners and customs takes place with the interchange of commodities of industry.

Railroads are great civilizers.

Commerce creates wealth. This seems at first paradoxical, but it is easy to understand: to increase the value of anything is to increase the wealth of its possessor.

To make a worthless thing valuable is to add wealth to the community. Now it is evident that a natural production is of no use until it is brought within the reach of man, — brought into market — and commerce performs this precise function: it brings together the producer and consumer, and thus renders productions — otherwise useless for want of a market — a source of wealth. The raw material goes to the manufacturer, and thence to the consumer.

All things get distributed and equalized by commerce. It gives to each geographical locality the productions of all others. Thus it is the central pivot around which this branch of education turns.

The problem is to find what is the relation of each place to the rest of the world. Hence we ask what does it produce *for* the rest of the world, what does it demand in return, and what are the means of transit to and fro? First in importance come the great emporiums of the world and their relations: Liverpool, New York, London, Paris, St. Louis, San Francisco, New Orleans, and the rest.

Instead of employing pupils in drawing maps of the mountains of Switzerland, so as to learn in detail the position of the glaciers, the passes, etc., one would work to more purpose to show the modern States system of Europe — to point out for example, such relations as follow from the position of the two great grain ports, Dantzic and Odessa.

It is believed that this is a far more practical course to pursue, and that it is at the same time awakening to the minds of youth and productive of habits of close thinking.

Besides this, we are called upon to give, as far as lies in our power, such an education to the rising generation as will fit it for political insight and wise statesmanship.

This department of Geography, involving as it does the elements of political economy, is the corner stone of such education, and should be laid with due care and earnest regard for the result.

W. T. HARRIS.

REFORMS NEEDED.

The great reform needed in our public schools is to postpone reasoning to the higher grammar classes and to the high schools, and give attention to the powers of perception and imagination, and the acquisition of skill.

It is worse than useless for a child to explain his arithmetic until he has acquired rapidity and certainty in ciphering; it is worse than useless to study spelling and grammar before the child can read fluently and intelligently.

Let the teacher state and solve a question on the *blackboard*, then state one for the class to solve on their slates. Let the question require but few figures; better solve ten questions requiring in all four hundred figures, than four questions requiring five hundred figures.

Let the teacher read a sentence, then require the child to read it; let the teacher and the class in concert, read alternate sentences; better thus read three pages, instead of having the pupil stammer and spell out one page.

By this rational method of teaching reading and arithmetic to children under twelve years of age, they become vastly better mathematicians, spellers, readers, and writers; I know it by testing it on hundreds of children.

Nor is there anything in this inconsistent with the drill of the public school; it has been in public schools that I have seen its successful working.

The time thus saved from the ingenious and injurious torture of the spelling book and mental arithmetic may be advantageously used in the careful cultivation of the powers of observation and imagination. In the very process of saving you give the pupil more skill and more knowledge of the fundamental arts of using language and using numbers than is given by the usual modes. THOS. HILL.

A writer in an educational monthly regards it as a vital error in the common method of teaching reading that, while children acquire a good degree of elecutionary skill and cultivate the power of expression, the power of obtaining ideas from the printed page and by means of the *eye only*, is more rarely secured. In other words, while tone, emphasis, inflection and general expression are good, they too generally fail to indicate to the teacher whether the thought presented by the printed words is fairly lodged in the mind of the learner. He

instanced a class of forty pupils who had passed through a rigid system of graded schools, who, at the time of writing, were in a high school, yet not one of the class understood the sentence, "Worth makes the man, the want of it the fellow." One boy ventured the substitute, "Riches make the gentleman, the want of them the common man." The writer adds, "The pupils are not poor scholars; with few exceptions, they learn their lessons fairly and recite as well as pupils generally, but they betray a weakness in the comprehension of language, an inability to discover the relation between ideas that, to say the least, is unfortunate. That our instruction, if not our system of instruction, is responsible for this disagreeable want of common sense I verily believe."

Let us strive to remedy this defect, and always be sure that the words upon the lips of the student are the signs of ideas in his mind. The recitation must also be made the means of cultivating the power of expression.

I would make a part of the recitation a drill exercise in expression. With the exception of the annunciation of scientific principles, mathematical axioms and formulas, I would discourage memoriter exercises in the language of the text-book. Clear and complete sentences should be expressed and diligence should be used to prevent bad habits of articulation, wrong inflections and drawling tones, which contribute to bad reading.—*Eclectic Teacher.*

WHAT SPELLING SHOULD WE TEACH?

1. Certainly not the whole of the words in the dictionary. How many pupils will require to learn *all?* None.

2. Not by giving dictation lessons only from the reading books. You cannot spell the whole of the words in the books at dictation lessons, and if you could, they contain only a limited number of words, and these not always the words which a boy or girl would be likely to use in practical life.

3. Not by giving mere lists of words selected from the reading book or any other book. Words should be spelled in connection, so that more than spelling may be taught at the same time.

4. The pupils should be drilled in the spelling of the words which they will be likely to *write* in conducting correspondence, keeping accounts, etc. Those who wish to learn how to spell the technical

words used in any special department of science or learning may do so after leaving the public school. How can we best accomplish the desired result of familiarizing the pupils with the correct spelling of the words they will have to make use of on paper in after life? In two ways:

First. By preparing a series of dictation lessons which will contain the words deemed most important by the teacher. These lessons should include household terms, names of family relationships, kinds of clothing and food, parts of the body, parts of a house and articles of furniture, words relating to farming and the various trades, the animal, the mineral and the vegetable kingdoms, etc.

Second. By teaching spelling by composition as soon as pupils are old enough to express themselves fluently on paper. In this way the teacher can learn the words in each child's own vocabulary which he is likely to spell incorrectly. These are the words which should be most persistently drilled upon. Each pupil should keep a list of all he ever misspelled at school, either in a special note book, or in a certain part of his dictation book. It is better to have a note book, into which words missed may be copied from time to time. Such a book would of great value to a man all through life. — *Central School Journal.*

VACATION IDLENESS. — It is possible to have too much vacation. There are some teachers who wish it were vacation all the time, and many pupils catch their spirit. A successful man is never idle. To him change of occupation is rest and recreation. Industry is not an eccentricity. John Wesley was always busy. "Leisure and I," he writes, "have taken leave of one another. I propose to be busy as long as I live, if my health is so long indulged me." "Lord, let me not live to be useless," was the prayer he uttered after seeing one whom he had long known as an active and useful magistrate reduced by age to be "a picture of human nature in disgrace, feeble in body and mind, slow of speech and understanding." He rose, early, lived temperately, was in perpetual locomotion, read history, poetry and philosophy on horseback, and traveled one hundred thousand miles in that manner in his life. Cotton Mather was equally industrious, and so chary of his words that he laid down special rules for conversation. He seems to have anticipated the suggestion many editors and business men now have posted up in their rooms, "This is my

busy day;" for he wrote over his study door, in capital letters, "Be short." But his diary abounds with censures of himself, "Time so mis-spent as to render it unfit to be called life." At the end of one year's diary he writes, "A year of forfeited life;" at the end of another, "A year whirled away in sin and sloth."

Teachers who in vacation go around in listless inactivity, getting ready for school work, are always sure to be as great drones in school as out of it. Idleness never prepares for activity. Change of work is absolutely demanded, but a want of work, *never*. If the mind is tired of mathematics, a study of the sciences would be a rest, or if too close attention has been given to the languages, a course of mathematical study would be recreation.

Great workers have been proverbially long livers. Take William Cullen Bryant as an example. Those who are great workers and die young would have died younger if they had not worked so hard. Work never kills men, they rust out and decay often, but never die of over-work. This is one of the grandest humbugs of the present age. Be busy, active, keep the body in good condition by plenty of exercise, have something in the mind always, be a hard student, never let up, and you will live as long as you desire. — *Barnes' Educational Monthly.*

INDOLENT PUPILS. — The pupil, from early training, or from his naturally sluggish disposition, may be averse to doing school work, and will resort to any means, not even stopping short of deception at times, to avoid the preparation of his lessons. He comes unprepared, day after day — some of his lessons have been neglected — he cares nothing for the healthy tone of public opinion prevailing in the class, and prefers a seat near its foot, to any active effort on his part to rise higer. Emulation has no effect on him; he is in a sphere of his own, so far removed from his fellows as to be altogether out of the reach of the ordinary incentives which actuate most children. What is the teacher to do here? To give him up as a bad case, and allow his example to induce, perhaps, one or two others to do likewise? To rest satisfied with the knowledge of his class, as a whole is doing well, and that, by allowing this case to pass unnoticed, he is escaping from a great deal of unpleasant school work? By no means. He is a case which will test how thoroughly he understands the motives and has mastered the character of his pupils. He should try expedient after

expedient, always kindly, but firmly, and above all he should not despair of ultimate success. Let him remember in the words of Horace Mann, that "there is always an avenue through which a child's mind can be reached; failures come from a want of sagacity and *perseverance* in seeking it."

As a skillful physician, when called on to see see a patient, suffering from some serious complaint, makes an exhaustive diagnosis, inquires into the previous habits and conditions of life of his patient, notes the nature of his constitution, etc., before venturing to prescribe for him, so should the teacher, when called on to treat a case of confirmed indolence, ascertain all the facts which will throw light on it, and treat it accordingly. He should note who his companions are at school and at home, what he does at home, the nature of the home influence to which he is subjected. These latter may appear to some as beyond the proper sphere of a teacher; but at school being *in loco parentis*, he can never properly understand a pupil's motives nor thoroughly sympathise with him till he knows perfectly his home-life. Having, as thoroughly as he can, mastered the motives and made himself perfectly acquainted with the pupil, the teacher is now in a condition to try to remedy his carelessness and idleness.—*Canada School Journal.*

HINTS.—Have a clear, well-defined idea of the kind of school you want. Have in mind an imaginary model-school, but do not be discouraged if you fail many times before you attain this; each day's determined work will bring it nearer. Teach pupils how to study. Teach them how to get from a book the thoughts which it contains. Teach pupils to attend to business, to do the work assigned them at the proper time, and to do one thing at a time. In hearing recitations, be interested yourself; be enthusiastic; have a soul in the work. If anything unpleasant has occurred during the day between the teacher and any of the pupils, never allow the school to close without dropping some pleasant word, which will cause all to leave the room with good feeling. Cultivate in pupils, as far as possible, self-respect and self-government. Never attempt to ferret out mischief without certainty of success; better let it pass than fail in the attempt. In governing your school, do not lower yourself to the level of your pupils, but always be dignified in your deportment in all the little things that pertain to the government of your school, thus silently and imper-

ceptibly lifting them up to a higher standard. Teach your pupils to study from love of it. All the knowledge you *force* them to acquire will prove worthless. Better a thousand times turn your pupils out to play than keep them in during recess to get their lessons. If you cannot make study attractive to your pupils, quit the profession.

RECITATION. — A portion of the recitation hour should be spent in giving instruction. One of the daily complaints of parents is that teachers assign lessons to be learned at home and to be merely recited at school. The complaint, we fear, is in too many cases well grounded, and should receive the attention of all earnest teachers. Judicious instruction is necessary at almost every recitation. As a general thing instruction should not be given when the lesson is assigned, which would remove all difficulties in the student's way. Let him have the the advantage of grappling with them, if not the joy of mastering them, before he comes to recite. At the recitation let the difficulties be explained, illustrations and new facts thrown in to increase the knowledge and interest of the learner. Of course this must be done in such a way as not to violate a cardinal point in teaching — "that the pupil should never be told what he can be led to find out for himself." Here the skill and tact of the teacher are brought into exercise.

The "talking machine" in the teacher's chair may multiply "words without wisdom;" it is the teacher only who, comprehending fully the scholar's difficulties, will be likely to use the right means for their removal.

One plan that I have often found successful is to require different pupils, each in his own language, to explain and illustrate matters of doubt, and then, if necessary, to call upon the listeners to criticise the statements made. By this means not only are the "knotty points" made clear, but habits of quick attention and correct judgment are formed. — *Eclectic Teacher.*

A NECESSITY. — "A good educational paper is not a luxury to a teacher, but a necessity that cannot be dispensed with," says a principal of one of the leading seminaries of New England, in a letter now before us. "In what sense is it a necessity?" is the interrogative reply of a teacher who takes no educational paper, who reads none,

but still finds occupation and wages by service in the school-room Our reply would be also after the Socratic method. You are a teacher? Yes. One who desires to be a good teacher of children? Yes. An intelligent teacher? Truly. A teacher growing in knowledge? Yes. Desirous of becoming better acquainted with the thoughts, plans, and methods of our best teachers? Certainly. What means do you possess of making such intelligent progress? I use the best text-books which I can obtain in my studies. That is well, but do these add to your stores of general and professional knowledge? No. Do these kindle your zeal in your professional work? Not especially. Have you any regular plan of study or reading which does enable you to keep up with the times, as do other professional people, such as the lawyer or the doctor? No, I have none; I have never regarded that as essential; or, if I have, have considered it a demand I could easily dispense with, as my pupils and patrons will hardly recognize the failure. Can you satisfy your own need of personal improvement, and your own larger usefulness to yourself as well as others, by such reasoning? — *N. E. Journal of Education.*

DEFENSE OF HIGH SCHOOLS.

When I was in Wittenberg, in Germany, where Luther nailed up his theses against the church-door, I saw there in bronze, in raised letters, the propositions he defended in the first Protestant Reformation. Under universal suffrage there is or will be needed a second Protestant reformation, to rescue the school, as the first did the Bible. I beg leave to nail upon the door of this Boston audience hall certain American propositions as to schools for the people. I should be grieved if the hammer should have an apologetic sound as it fastens up the propositions which I propose to stand by, although I can do no more than nail them up to-day. They are these:

1. The education of poor children is the Plymouth Rock of American liberty.

2. No more mischievous lie is in public circulation than the assertion that the high schools are maintained by the poor man's money. The poor man pays only a poll tax. The rich support the high schools.

3. The education of poor children, until they show of what they are capable, is the only measure that can give the state the full strength of its citizens.

4. Children are not educated to this degree in the common schools; but the abler of them may, in the high schools, awaken to a consciousness of their own capacities.

5. So far from its being an objection to high schools that they teach the poor and ignorant to be dissatisfied with their condition, the merit of high schools is that they awaken in poor children that have capacity a dissatisfaction with their condition and an omnipresent spirit of aspiration and self-help.

6. Educated only in the rudiments taught in the common schools, the mass of poor children, even when of equal natural ability with the sons of the rich, are not likely to obtain an equipment that will enable them to compete with rich men's children, educated well.

7. The abolition of the high schools, open to the poor, tends, therefore, to widen the chasm between the children of rich and poor, and to make of the latter an inferior class.

8 American institutions cannot bear the existence of permanent and hereditary class distinctions, based merely on birth and wealth.

9. The high schools are needed as much as military, naval, and agricultural schools. The latter are supported at the public expense, although only a few attend them. The benefit they confer on the whole people is the justification of the tax on the whole people for their support.

10. The high schools are the nursery of that united citizenship which is essential to the perpetuity of American institutions.

11. The high schools are the indispensable nursery of teachers for the public common schools.

12. They are the nursery of industrial schools, and of the inventors who spring from the ranks of labor.

13. They are the nursery of colleges, and of the lawyers, physicians, and preachers, which the colleges help to prepare for the service of the people.

14. Secondary instruction gives civilization the benefit of its best leadership. It is a silver link between the iron link of primary and the golden link of liberal education, and gives the best public men a connection closer than they would otherwise have with the masses, and gives the masses a confidence they would not in America otherwise attain, in their best educated public men.

15. High schools are opposed by and to sectarians, who wish to have all instruction in their own hands, and who attack the common schools, which are the corner-stone of American civilization.

16. The assumption that the children of atheist parents have such rights that the public school system of the United States should be made atheistic will never be tolerated by the American people.

17. The assumption that an Italian priesthood are representatives of Romish children, and, as a foreign power, can make a treaty with our government and settle all difficulties by dividing the school fund and abolishing the high schools will never succeed in the United States.

The ages will respect no state that is not made up, as the Plymouth monument is, of education, law, morality, freedom, presided over by a genius having in its arms the volume of religious instruction, of political sanity, of patriotism, of pure homes, of self-help, and pointing upward, to the unobscured celestial constellations, with whose motions our political and educational movements must harmonize, if they are not to end in chaos. — *From a Lecture in Boston, by* JOSEPH COOK.

ADVANTAGES OF THE TOWN SYSTEM.

Except in the cities, the *district* system has generally prevailed in this country. Every one who has given the matter any attention is aware of the disadvantages of this system; and many earnest efforts have been made to remove the evil by a change to what is termed the *town* system.

In some states, the town system has been established by law; in others, enabling acts have been passed *allowing* the towns to abolish the *district*, and establish the *town* system.

The advantages of the town over the district system may here be considered:

1. Under town supervision, the schools would all be of the same length, giving the children in every family an equal amount of instruction; under district supervision, the length of the different schools varies from twelve to thirty-six weeks during the year. And as all parents are taxed equally, according to their ability, to support the public schools, and as every man is interested in the education of every other man's children, all should enjoy equal school advantages.

2. Under town supervision, just so many schools would be established as are needed, and no more. Under the district system, the number of schools is determined by old district lines, without regard to the number of pupils to be provided for. The result is, some of

these schools are crowded beyond the capacity of the buildings to accommodate, and others are so small that the advantages of classification and class emulation are entirely lost. And other evils result indirectly from the same cause. The small schools are likely to employ teachers of a lower grade; to have a more *stingy* outfit, and a less careful supervision.

3. Under the town system, the aggregate expenses of common schools would be much diminished. As at present managed, much money is wasted in building school-houses, employing teachers, and in running the schools. I have in mind an instance which will illustrate. There were in the town of L. five schools, in all of which there were only thirty-six pupils. In *one* other school, in the same town, there was the same number. Now, the *one* school was not too large to be profitable; indeed, it could be managed to much better advantage by a single teacher than the small school of *seven* pupils. This large school was in session twenty-nine weeks during the year under review, at an expense of $260. The five small schools, running the same number of weeks, with less efficient management and less satisfactory results, cost $2,430. This gives us the practical solution in figures which "do not lie." In the large school, the whole expense of twenty-nine weeks' schooling was $7.22 for each pupil: in the small schools for the same time, the actual expense, as estimated in the town report, was $67.50 per scholar. This estimate does not include the interest on the additional amount of school property invested in the five districts compared with the one.

4. Under town supervision, more skillful teachers can be employed, and better furnished school-houses provided, and hence much more profitable schools secured. We cannot expect that a district of only two or three families having children to educate will be willing to incur the expense of building a new school-house, and paying high salaries to their teachers.

But, under the town system, all the children in a town would be provided for *equally*, and those in the rural districts would enjoy equal advantages with those in the large villages. This would be an important point gained, and would result in establishing good schools in the place of poor ones throughout the town and state.

5. The crowning advantage resulting from town supervision would be the establishment of a graded school of high order in the centre of the town, which would be accessible to all. This school would have three departments, — the *primary*, the *intermediate*, and the

academic, — and would afford excellent facilities for every grade of pupils fitting for business and for college. Such a town system of public schools would supplant the common mixed academies, leaving only a few classical schools of high order, and the higher seminaries and colleges, where the graduates of the graded town-schools could finish their education.

6. More complete supervision of the schools would be secured under the town system. The town board of education would naturally be composed of cultivated and efficient men, and would act in concert for the common good of all. They would not only examine, but employ, the teachers; and hence would be able to secure those who are the best qualified and adapted to the different grades of the several schools.

These are some of the many advantages which would result from abolishing the district and establishing the town system. The utility of the change has been demonstrated both in town and state, where the experiment has been tried. That will be a fortunate day for the cause of education when this true system of public instruction shall have been everywhere established; and it is the first duty of parents to demand and secure the school system here recommended.—*Orcutt's Parent's Manual.*

SKETCHES OF THE UNIVERSITY OF WISCONSIN.—VIII.

[Since this sketch appeared in the *Press*, Dr. READ has passed from this scene of existence to another. EDRS.]

DANIEL READ, LL. D.

On the sixteenth day of January, 1856, Daniel Read, LL. D., was inaugurated, at Madison, as professor of mental philosophy, logic, rhetoric and English literature, in the University of Wisconsin. In 1861, his chair was changed so as to include mental, ethical, and political science, rhetoric and English literature. This position he retained until 1866, when he left the State. He was born near Marietta, Ohio, June 24, 1805. At the age of ten, he was placed as a pupil in the Cincinnati academy, and subsequently studied at Xenia academy, Ohio. In 1819, he commenced preparation for college, in Athens, in that State, graduating at the Ohio University, with the highest honors of his class in 1824. He afterward read law for a time, but was induced finally to accept the position of preceptor in the academy of the in-

stitution in Athens where he had graduated. Subsequently, he was admitted to the bar, but never practiced his profession. He was not only promoted to the professorship of political economy and constitutional law in the Ohio University, but became vice-president of that institution. In 1840, he was appointed one of the visitors to West Point; and, as secretary of the board, he prepared its report for that year. In 1843, he was elected professor of ancient languages in the Indiana State University, which he accepted, resigning for that purpose his professorship at Athens. In 1850, he was elected a member of the Indiana constitutional convention. In 1856, he came to Wisconsin. Upon the death of Dr. Lathrop, in 1866, he was elected president of the University of Missouri, at Columbia, holding that position until July 4, 1876, when he resigned and retired from college life.

For fifty years, Dr. Read had been in commission as a university officer; almost constantly engaged, through all that time, in the routine of a professor's every-day work. By holding up before his pupils examples of high effort, and by his own presence and assistance, he inspired them with enthusiasm in their studies. His punctuality in duties as teacher was only excelled by the preparation made by him for the class-room. He taught his pupils how to study, how to learn, how to classify their knowledge, and how to use it. His vacations were usually employed in visiting colleges, libraries, polytechnic institutions, or educational associations, it being his especial delight to consult with leading American educators. While in Wisconsin, he was recognized as an able teacher, as a high-minded citizen, and as active in all matters pertaining to educational advancement. He was energetic in promoting the interests of the University, exerting himself particularly in measures relating to the concentration of funds to make it a strong institution. Dr. Read has not only given his life to the one single object of education in the West and in Western State Universities, but it has been given with a devotedness and singleness of purpose worthy of great praise. Although a life-long educator, eminent in his profession, he has ever been conservative in his opinions and actions, and in no wise a partisan. In the ten years of his administration of the affairs of the University of Missouri, he achieved a success which finds few parallels in the history of similar institutions in the United States. He cared for and looked after its interests, — its finances, its property, its reputation at home and abroad, its library, its grounds, its departments. Such a man, the central west will long remember with honor.

Dr. Read has made his appearance as a writer before the public in various ways, — in reports, memorials, eulogies, addresses, and in other forms of communication. He has written newspaper articles almost constantly from youth, on many topics which have interested the states of Ohio, Indiana, and, at a later period, Missouri; also, to some extent, of Wisconsin. Matters of education, internal improvement, banking, tariff, and questions of constitutional reform, have received his attention. His numerous addresses have been delivered before various state legislatures, national educational conventions, and popular assemblies. They cover a variety of subjects, — "Common School Education," "The Idea of a State University," "The Study of Civil Polity," "Military Education," "School Libraries," "Changes and Advances in Public Education." Of his published eulogies, may be mentioned with especial favor, those on General Andrew Jackson, Stephen A. Douglas, and William H. McGuffey. The report of the board of visitors to West Point in 1840, written by him the same year, and commended in the *North American Review* for January, 1841, is a creditable effort. The one on "The Reorganization and Enlargement of the University of the State of Missouri," of December 20, 1870, has been extensively referred to as one of the most valuable documents on university education published in the United States.

Dr. Read has, in his writings, few marked peculiarities of style. His thoughts are seldom commonplace; his language, though generally devoid of ornamentation, is, at times, highly ornate. When he has something to say, he says it without "fear, favor or affection." Thus: "The education of your children is, next to the salvation of your souls, the greatest interest of human life." There is consciseness, also, frequently observable: "To die is the office of the *man*, simply; the conqueror, the statesman, the chieftain, has nothing to do in this great and final work." There is in his manner of expression what may be called an effective indirection. "I do not forget," said he, when retiring from the presidency of the University of Missouri, "that among all the religionists of this earth, in the ancient, the mediæval, or the modern world, there is not a sect or tribe that worship the *setting* sun; the object of worship is the *rising* sun:" where the "going down" of his own labors, because of age, is delicately and regretfully referred to. It is this sensibility which leads him frequently to indulge in poetical quotations; as in the following from his inaugural address delivered in Madison, upon the occasion of his taking his chair in the University of Wisconsin: "No age can de-

vise a scheme of education for succeeding ages. It is absurd to suppose so. The world changes; it advances in a thousand ways; new arts are invented; change is the very order of universal nature.

'The eternal Pan
Who layeth the world's incessant plan
Halteth never in one shape,
But forever doth escape
Into new forms.'

Laws, governments, and civilization change. Men must be educated for their own age, not for another." But, in observing this use, by the writer of the thoughts of others, it never occurs to us that the object is a display of much reading or great learning; and such, surely, is very far from Dr. Read's intention. It is a deference paid by him to the happy expression of others — to great thoughts, found clothed in excellent language — which leads him to this indulgence. The following from his "Education, a Cheap Defense of Nations," will serve as an exemplification.

It [education] is not only the cheapest, but the best defense to a republic, the only sure defense; a defense from foes within, as well as from foes without. What are forts and arsenals, what are ships of war, compared with the means and instrumentalities of knowledge and morality among people? When will even popular governments come to act upon the principle that it is the people — the citizens — that constitute their strength and greatness? that men — virtuous and enlightened men — knowing their rights and duties as men and citizens, are the only real glory and protection of a republic?

'What constitutes a state?
Not high-raised battlement or labored mound,
Thick wall or moated gate;
Not cities proud, with spires and turrets crowned;
Not bays and broad-armed ports,
Where, laughing at the storm, rich navies ride;
Not starred and spangled courts,
Where low-browed baseness wafts perfume to pride.
No! Men, high-minded men,
Men who their duties know,
But know their rights, and knowing, dare maintain!
These constitute a state.'"

C. W. BUTTERFIELD, in *University Press.*

A GIFT much expected, is paid not given.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

ABOUT DISTRICTS.

Q. What are the proceedings, to obtain the consent of the land commissioners to the alteration of a district indebted to the state?

A. Let the order be made as usual, by the town board, and the consent of the district boards obtained and endorsed upon it, if practicable, and then let it be submitted to the commissioners, with a request for their consent. The order should clearly state the alterations proposed.

Q. If a village, embracing one district and part of a joint district, becomes a city, with no provisions in the charter as to schools, what is the effect of the change as to the school boards and the two districts?

A. The boards remain just as they were; will continue to be elected, as before, at the annual district meetings. The districts also remain the same, being subject to the provisions of section 422.

Q. Can money be apportioned by the town clerk to a district which has no legal organization?

A. A district has not lost its rights because it has lost its organization. The town clerk will apportion, without reference to that. If there is no district treasurer to receive the money, the town treasurer will of course wait till one is elected or appointed, before he pays over any money.

Q. Can a district have two school houses?

A. There is no reason why it may not, if two are needed.

Q. Is it lawful to adjourn a special district meeting?

A. Certainly; read section 427, and subdivision 4 of section 430.

HIGH SCHOOL.

Q. What is meant by "five years," in section 496, school code, as amended by section 4 of chapter 245, laws of 1879.

A. The aid is extended once a year, and is paid to such schools as were maintained during the last preceding school year, not less than three months. This aid will be extended to no school for more than five years; that is, not more than five times.

Q. Can a pupil seeking admission to a high school claim exemption

from examination in a study which the parent does not wish such pupil to pursue?

The supreme court of Illinois decided that the exemption could be claimed, in such a case, and that the pupil must be admitted if otherwise fitted. The effects of such a ruling can be appreciated by experienced teachers, but such it may be feared is the present status of the law. It would seem more appropriate that such exemption be asked and granted as a favor. The rights and interests of the school as a whole are higher than those of any individual pupil.

MISCELLANEOUS.

Q. What can be done with boys who wantonly injure and deface the school house and furniture, if damages cannot be collected of the parents?

A. Such boys may be suspended, and, if that does not answer, finally expelled from the school, under section 439.

Q. The district records were all burnt; is the clerk liable?

A. If burnt through gross negligence on his part, he is liable. If burnt by an ordinary accident, as the burning of his own house, he is not. His liability would be the greater if paid for his services.

Q. If a tax payer, by misrepresentation, is enrolled and assessed in the wrong district, and his tax collected and paid over to its treasurer, what can be done?

A. The money can be recovered by the district to which it belongs.

Q. Can old debts be paid out of such money as may be on hand and not appropriated?

A. A surplus of money in a fund, say a building fund, may, by vote of the district, be applied to pay a debt due.

Q. We had some drainage money, intended for the schools, but by enlargement of the town, we are out-voted, and the new town board says it must go for roads and bridges. Is this lawful?

A. The town board is to judge as to the use to be made of the money. The primary use of such money is for drainage, roads and bridges.

Q. Can the children of employes on a county farm, which pays no taxes, or of mechanics engaged in erecting new buildings on the farm, claim free tuition in the district school?

A. The children of the employes can. The children of the mechanics employed as stated are so entitled, if the district is their legal place of residence at the time. The tuition of children within the district, supported at public charge, is to be paid by the county.

Q. If a district, as a municipal corporation, is not liable to garnishment for wages due to a teacher, as you have stated, please tell why it should not be liable.

A. It may be said to be against public policy A teacher serves the public. It is for the public interest that private claims shall not interfere with securing the services of the best teachers.

Q. What is the "year" of teaching necessary to obtain the signature of the State Superintendent to a normal school diploma, and convert it into a limited State certificate?

A. It may fairly be understood to be equivalent to the "three terms" required for a limited certificate granted on examination.

Q. Please state whether the 30th of May is or is not a legal holiday?

A. The 30th of May, or "Decoration Day," is now by act of legislature, passed last winter, a legal holiday.

TARDINESS.—In the measures adopted to decrease cases of tardiness in school, care should be taken that the offense of an unnecessary tardiness be not considered by the pupils gaeater than that of an unnecessary absence. When pupils on their way to school find themselves to be tardy, and return, preferring to be absent the entire session rather than face the disapprobation of the teacher, the offense of tardiness has been relatively too much emphasized.

The record of a school that shows for the month no tardinesses and many absences is circumstantial evidence that the teacher, although successful in preventing tardiness, has forced her pupils into the greater evil of absence. Pupils are wanted in school during the entire sesion, but two hours as compared to three is certainly better than absence. AARON GOVE.

BE severe to yourself and indulgent to others; you thus avoid all resentment.

MOST people will forgive a great man's faults far more readily than they will praise a small man's virtues.

SILENCE never shows itself to so great an advantage as when it is made to reply to calumny and defamation.

POLITENESS is not always the sign of wisdom, but the want of it always leaves room for the suspicion of folly.—*Landor.*

CORRESPONDENCE.

PROF. L. D. HARVEY, of Sheboygan, sends us the following communication, which we refer to those interested in the subject for consideration. It would aid very greatly in securing reliable and satisfactory statistics on the attendance and tardiness of pupils in our public schools, if some practical basis for each of these points was adopted by all our principals and superintendents: — The Committee on Exhibitory Department in making up its circular "Addressed to Boards of Education, Superintendents, Etc." under the head of "statistics," calls for "six per cent. regular attendance," "seven per cent. prompt attendance." Prof. Harvey says:

I suppose the object in securing these statistics is to make possible a comparison of the attendance and punctuality of different schools.

In order to make these statistics of any value for comparative purposes, they should be made out on some uniform basis.

To know the per centage of regular attendance of a school and not to know what constitutes a member of that school, nor what is meant by attendance, is not a very satisfactory kind of knowledge.

The same principle will apply to the "per centage of prompt attendance."

To know all these facts and then, when ready to institute the comparison, to find that the reports for each school are based on facts which are entirely different from the facts on which the reports of all other schools are based, would, it seems to me, in the latitude and longitude of La Crosse, and in the middle of of July, have a tendency to "wilt" the most enthusiastic compiler of comparative statistics.

Would it not be well to carry the craze for uniformity which prevails so extensively into the basis of a system of school reports, especially if such reports are to be used for the purpose of comparison?

A city superintendent writes us: "I am in with the city superintendent of Appleton in a desire to know why our attendance reports cannot be uniform throughout the State. Whatever shall be adopted, let us be true, if our average be but fifty per cent."

We repeat the request that those who can present the best method will do so, and give the reasons for it. — EDS.

EDITORS JOURNAL: — On the 180 page, last number of Journal, you give a list of words submitted at a competitive examination of teachers in New York. I notice in the list the following: "Poinard," "scintilate," "exhilerate," "ecstacy."

Please give me your authority for the spelling used. W. B. BAKER.

New Richmond.

The printer contrived to not follow copy in these words, and it would seem that the proof of the article was not read. Ecstasy may be written ecstacy, but this is not the usual or preferred spelling. The other words should, of course, be spelled — poniard, scintillate, and exhilarate.

MESSRS. EDITORS: — I have a few questions which I would like to have answered through the ED. JOURNAL, for May: Which of the following sentences are grammatically correct? Five times three *is* fifteen, or five times three *are* fifteen; five and seven *is* twelve, or five and seven *are* twelve. (Why?)

Does the population of South America and other foreign countries, as given in Harper's Geography, include the native inhabitants, or civilized people only?

Windsor. A SUBSCRIBER.

Five times three *are* fifteen, and five and seven *are* twelve, are correct, for the reason that in both cases the nominative is plural. We may imagine an ellipsis and use *is* — the sum of five and seven is twelve, but this is awkward and unnecessary.

The population of South America (25,000,000) as given in Harper's Geography, p. 76, includes all; on p. 125, it is given as 27,000,000. The population of Mexico, 9,000,000. p. 71, includes all, civilized and uncivilized, white and black. So in other cases, the whole is meant, unless it is otherwise indicated.

EDITORIAL.

IT is with profound sorrow that we record the death of Hon. William Starr, the President of the Board of Normal Regents. It occurred at his home in Ripon, the 18th of last month, after an illness of eleven days with a malignant form of erysipelas, accompanied with typhoid tendencies. At the end of the first week of his sickness, he seemed to have passed the crisis of the disease, and his family entertained hopes of his recovery. But he soon showed that his life forces were too far exhausted for him to rally, and he gradually passed away in periods of mental stupor and physical paroxysm. During the last three or four days, his organs of speech were totally paralyzed; but he was able to indicate his wants and to answer questions by the movement of his hands. His perceptive faculties in some stages of his sickness, received a wonderful illumination. While it was utterly impossible for him, at these times, to use his eyesight, he could clearly discern persons coming to his bed side, and the articles of furniture in his room. He expressed the firmest confidence in the efficacy of prayer to secure divine guidance in his hours of distress. His death was calm and peaceful, apparently without any suffering. His funeral services were held under the direction of the Episcopal Church of the place, of which he was a member; and they were attended by a large congregation of neighbors and friends, among whom were Regent Hay, of Oshkosh, and a portion of the faculty and students of the Normal School in that city. Other members of the board of Normal Regents would have been present, if the telegrams sent them by the

bereaved family had reached them in time to make the journey to Ripon. His remains were buried in the beautiful cemetery on the bluff, lying in the western part of the city, and overlooking a wide stretch of the country.

It was the privilege of the writer to visit Mr. Starr during his illness. He was then suffering great pain, but his mind was clear and rational. He made inquiries in regard to the operation of some departments in the Normal Schools. He expressed great interest in the work of the Teachers' Institutes, some sessions of which he had attended the two weeks previous. Though in charge of an immense and harassing business enterprise of his own, his mind seemed to dwell all through his sickness, as it did doubtless when in health, upon the condition of the Normal Schools of the State. It is not too much to say that he freely gave for several years at least one-half of his time, in correspondence and in personal inspection, to the care of these schools; and that he regarded their prosperity as paramount to his own success in business. A large share of their growth and usefulness is due to his labors and correct judgment.

As we expect to publish, before long, in the *Journal*, a full article on the services and character of Mr. Starr, we forbear at the present time to give any account of his life.

We gladly give space to the following communication from the Faculty of the Whitewater Normal School. We have no doubt but that similar testimonials in reference to the labors of Hon. Wm. Starr at the head of the Normal School work in the State, will be adopted by the other schools of the kind. It is eminently fitting that this respect should be paid to his memory.

At a meeting of the Faculty of the State Normal School, at Whitewater, held Friday, April 15, 1879, the following preamble and resolutions were unanimously adopted:

Whereas, The Hon. Wm. Starr, of Ripon, on the 18th inst., passed from this life into the life that remaineth; and

Whereas, He, for many years was the honored and honorable President of the Board of Regents of the Normal Schools; and

Whereas, Through his many years of valuable service to the cause of education, he sought no unselfish ends; and

Whereas, In our official as well as our social relations, we have always found him a kind, courteous and firm friend; therefore

Resolved, That in his death we recognize the loss of an eminent citizen, an upright man, and an able friend of education

Resolved, That the Normal Schools by his death lose one of their ablest managers and most efficient supporters.

Resolved, That we tender to his sorrowing family our heartfelt sympathy in this hour of their overwhelming grief, and assure them that, knowing what we have lost, we can the more keenly appreciate how irreparable is the loss in his own household.

Resolved, That a copy of this preamble and resolutions be sent to his family and furnished to the press for publication, as a slight testimonial of our sense of the great blow that so many interests have suffered in the death of our friend, counselor and supporter.

J. W. STEARNS, *President*.

W. S. Johnson, *Secretary*.

The annual report of the public schools of Milwaukee for the past year, has just been received. We have examined it with great interest. It forms a book

of nearly three hundred pages. It contains the address of the President of the Board of Education, and the reports of the Secretary of the Board, of the Superintendent of Schools, and of the Standing Committees, besides statistical tables, names and salaries of the teachers, the city charter relating to the schools, the rules and regulations of the Board, and the graded course of instruction. In all these documents a vast fund of information in regard to the condition of the schools of the city, is supplied. Their schools number twenty-five, and embrace all the grades from the primary to the high school, with its academic and normal departments. The number of teachers employed was 232 — 50 gentlemen and 182 ladies. In the twenty-five school buildings there are 12,760 seats for pupils. The whole number of children enrolled in the public schools, was 16,024, leaving just 20,000 of those of school age in the city not attending. Of the latter, 8,319 were taught in the private schools, which numbered fifty-five. The public schools cost last year $180,164.83, of which sum $151,954.70 were paid to the teachers. The total expenses per pupil on the number enrolled in the Normal Department, $124.28; in the Academic Department of the High School, $47.44; and in all the other schools, $10.60. The school property is valued at $630,578.00.

The leading improvements in the operation of the schools last year, were the completion of two large school buildings in different districts, the unexampled increase in the attendance of pupils, the higher standard of scholarship attained among the teachers of all grades, and the consequent superior quality and effectiveness of their work given, the transfer of the High school to a separate building with more ample accommodation, and the prominence given to instruction in drawing and calisthenics. The superintendent discusses critically the methods of teaching employed in the common English branches, and suggests some valuable improvements, especially in reading, spelling, and arithmetic.

A GENTLEMAN of culture and careful observation from New England, who has traveled the past three years, extensively in the State, lately informed us that he had traced with great interest the peculiar training of many children in our public schools to the instruction which their teachers had received in our institutes. The earnestness and enthusiasm of the boys and girls in very many of the best families in their studies, he regarded as marked features; and he found that these had been imparted to them chiefly by those who had been their instructors in the school room. In conversation with the latter, many of whom he had met in different portions of the State, he was led to see that their spirit and methods of teaching had been gained in attendance upon the institutes. There is among them a tendency to investigate the conditions of the work in which they are engaged. There is more than usual sympathy with the child, as well as a clearer understanding of its nature. There is a more hearty interest in mastering the common English branches. There is a more intelligent comprehension of the educational system under which our schools are operating. There is a unity of plan visible in the instruction given to the pupils throughout the State. The best exertions are made to awaken the nobler purposes in the young minds.

NEW PUBLICATIONS.

THE FAMILY LIBRARY OF POETRY AND SONG. Edited by William Cullen Bryant. New York: Fords, Howard and Hulbert. Price $5.00. Memorial Edition.

This is a revised and improved edition of a well known and most valuable compilation. Besides the choice selection from English, Irish, Scotch and American poets, made with all the ripe taste and literary acumen of the editor, together with numerous translations from German, Italian, Spanish and other poets, and his critical and most valuable treatise on the "poets and poetry of the English language," this edition contains a very interesting biographical memoir of Bryant, by Jas. Grant Wilson, his life-long friend, with a new steel portrait, many fine illustrative engravings on wood, and fac-similes of the hand writing of celebrated poets, including one, a three page manuscript poem by the venerable editor. Several of the finest of his own poems are included in the collection, which is doubtless the choicest volume of the kind in the language. It is a superb octavo, of 800 pages, on fine paper, and is sold only by subscription. We do not know of any book that could be more acceptable in an intelligent and cultivated household. Book agents, teachers and others wishing to canvass for the book, can address Weston Hulbert, for terms, etc., at 318 State street, Chicago.

THE BARQUE FUTURE, or Life in the Far North. By Jonas Lie, author of the "Pilot and His Wife," etc. Translated by Mrs. Ole Bull. Chicago: S. C. Griggs & Co. 253 pp. 12 mo. Price $1.00.

We read the "Pilot and His Wife" with a good deal of interest, having enough of the old Norse blood to like any thing that has a good strong flavor of the sea. The present tale has somewhat less of the sea about it, but depicts in vivid colors the strong, rugged "life in the far north," including that of the mountain Finns. The writer's Norse stories open in fact a new field of fiction, and their popularity is one of the indications of a a drift towards the literature of the north, both old and new. We observe a little freer swing in the pen of the fair translator in this second work, and shall look with interest for her promised translation of a third story by Lie, "Den Fremsynte" (The Man of Second Sight). In the story before us, Prof. Anderson, of the State University, has very cleverly done the occasional verses into English, for Mrs. Bull.

TWO MONTHS IN EUROPE. By O. R. Burchard, Instructor in the State Normal School, Fredonia, N. Y. Syracuse, (N. Y.): Davis, Bardeen & Co. Price 50 cents.

This is a graphic record of a trip in Europe last summer, in vacation. It will be read with interest by those purposing to make a similar trip. By the way, our readers will notice, by an advertisement in some of our late numbers, that the author proposes to conduct a party, in such a trip, this summer. Both time and money are saved to those who avail themselves of such an arrangement, and more certain enjoyment is secured.

THE DOMESTIC MONTHLY. The May number of this very popular Magazine, comes to us well filled with interesting and useful information concerning the

fashions. It presents a large and choice array of Spring and early Summer styles. The literary contents are of the usual high standard, comprising an installment of Mary Cecil Hay's charming novel "Her Three Lovers," a very curious story from one of the Icelandic sagas, called "Thorgunna's Ghost," an interesting paper on Decorative Art, and other entertaining matter. This Monthly is published by Blake & Company, 489 Broadway, New York, at $1.50 per year, inclusive of pattern premium. Specimen copies, 15 cents.

THE HELIOTYPE PUBLICATION of the Gray Collection of Engravings, owned by Harvard College, advertised on another page, presents a rare opportunity for securing faithful representations of many of the choicest works of art, at an extremely low price. For $15, upwards of 125 of the Heliotypes can be obtained, we understand. To lovers of the best art we recommend immediate attention to this chance, and correspondence with Mr. Sever.

NOTES.

MAY 30, "Decoration Day," is now a legal holiday.

WHOEVER borrowed Vol. 6, Jour. Ed., 1876, from this office, will kindly return the same.

WE should be much obliged to any one who would send us the October and December numbers for 1876.

INCLUDING documents and pamphlets, there are now 81,105 volumes in the State Historical Library.

THE Teachers' Association of La Crosse county have devoted the proceeds of a course of lectures to the purchase of books for a teachers' library.

SUPT. RATHBUN, of Portage county, notes a marked improvement in the standing of those examined this spring over that obtained at previous examinations.

J. T. MCCLEARY, principal at River Falls, conducts an "Educational Column" in the River Falls *Press*. These "educational columns" in so many of the local papers, are doing much good.

A NEW school-house accommodating four departments, will soon be completed in New Richmond, St. Croix county, and will be occupied in the fall. It is the best school building in the county, it is said.

SAYS Supt. West: "Our two weeks' institute was a complete success. One hundred and twenty-two names enrolled, the majority of whom worked hard and earnestly. The teachers of the First district of Rock county are awake, and do not mean to be outdone by neighboring counties."

THE principal at New Richmond, Mr. W. E. Baker, informs us that the County Teachers' Association has held some very interesting sessions during the winter, the attendance numbering fifty or more at times. Also, that the county superintendent, Miss Clapp, is doing all in her power to secure thorough work in the schools.

THE following, from Supt. Grogan, of Sheboygan county, illustrates the effects of a good institute: "My spring examinations are now over. Nearly all the teachers who taught in the county last winter were members of the institute. The seed sown there has borne fruit in the school room. The work has been quite satisfactory."

SAYS one of our most laborious county superintendents: "For my part, I wish every school clerk in Grant county would take the JOURNAL. There is not a single number but contains matter that is of interest to every district. Much hard feeling and trouble would be avoided by paying attention to the information contained in the Official Department."

MONROE and Brodhead have adopted Appleton's Readers for their public schools.

IN Indiana each person examined for a teacher's certificate, pays the fee of $1.00.

THE spring term of the Platteville Normal School opens with 125 students in the normal department.

PROF. RAY REID succeeds Prof. C. D. Bon, as the principal of the high school at Durand, Pepin county.

HON. JOSEPH V. QUARLES, of Kenosha, has been re-elected one of the school commissioners of that city for the ensuing year.

THE officers of the Wisconsin Sunday School Convention are desirous of holding their annual meeting on the 20th inst., at Madison.

PROF. REYNOLDS, of Northfield, Minn., writes: "I have a very pleasant school, and I am ably supported by good assistants, and our society is all I could wish."

THE institute at Princeton, Green Lake county, had 51 members enrolled. Though held at the time the spring schools usually open, the attendance was evenly maintained through the two weeks.

PROF. HOSEA BARNS, of Kenosha, has been sadly bereaved by the death of his son, an only child of twelve years of age. He died of typhoid fever, March 25th. He has the sympathy of all his fellow teachers in the State.

SUPT. FLANAGAN, of Outagamie county, writes in reference to the institute recently held at Appleton under the instruction of Prof. Emery: "It is regarded here as one of the most successful ever held in the county."

DR. G. W. STEELE has resigned the Presidency of Lawrence University after having held the same for fourteen years. He will return to his former home at Wilbraham, Massachusetts, having accepted the presidency of the academy in that place.

PROF. B. M. REYNOLDS, of Northfield, Minn., reads a paper on "Supervision of Graded Schools," before the State Teachers' Association of that State next summer at Red Wing. His acquaintance with such schools qualifies him to furnish a valuable article on this subject.

In Indiana last year, nearly eight-thirteenths of the teachers of the public schools were gentlemen. The Superintendent of that State says, "Nearly twenty-five per cent. of our experienced teachers leave the profession every year, because they can make more money in other kinds of work."

A Normal School Regent writes: "Presi- Starr's death makes a gap in our board that will not be easily filled. His long connection with it, and his thorough knowledge of its plans and details of work, made him a very valuable member. Since you and I have been on the board, we have lost Regents Lynde, Weisbrod, White, and Starr. Who next?"

PROF. SHOWERS, of Trempealeau, publishes a somewhat novel report of his schools. It is issued every month during term time, and contains a detailed statement of the school work for the month, and also selections from exercises in composition and some items of general educational news. The enterprise of getting up such a publication cannot fail to have a beneficial effect on the schools of the place.

THE institutes this spring report the average experience in teaching of their members who have taught to be as follows: Amherst, Portage county, 21 months; Sun Prairie, Dane county, 18 months; Fond du Lac, 25 months; Portage, Columbia county, 27 months; Appleton, Outagamie county, 21.5 months; Colby, Clark county, 18½ months; Greenwood, Clark county, 21 months; Tomah, Monroe county, 17½ months; Prairie du Chien, 31 months.

TEACHERS who have arranged the seats in their school-rooms so that their pupils sit with their backs toward them, recommend the plan very highly. It enables the teacher to overlook the school without the pupils' knowing whether he is observing them or not. It also isolates the classes reciting from the rest of the school, the recitation benches being in front of the teacher's desk, between him and the school.

PROF. L. D. HARVEY, of Sheboygan says: "At the end of last term, we promoted our classes for the year. Owing to our practice of promoting during the year, whenever our pupils are prepared for it, and of placing pupils in lower grades whenever it is found that they are unable to do the work of their own grade, the classes were very even and but a very few failed of promotion. The classes show better training and do better work than at any previous time since I have been here."

CRAWFORD COUNTY tried, this spring, the experiment of uniting the teachers of Prairie du Chien with those of the county in an effort to hold an institute. Only 35 teachers in all attended. The institute last year at Wauzeka enrolled only 42 teachers, and it was held somewhat earlier in the spring. The number of schools in the county outside of Prairie du Chien is 95. The teachers in this county do not seem to understand yet the utility of institute instruction.

THE clerk of a school district in Fond du Lac county writes: "Our school board adopted in November, 1875, a list of text-books; but their introduction was not properly attended to, and now we have several kinds of books in use, multiplying classes and interfering materially with our school work." We fear that many other districts in the State which have adopted a uniform series of school

books, are in the same condition as the one above mentioned. A book agent lately remarked that "There is a great difference between text-book adoption and text-book introduction."

THE institute at Fond du Lac was attended by 160 members. Through the two weeks the average daily attendance was 128. The average age of the members was 25 5-16 years. The County Superintendent, Ed. McLoughlin, says: "We believe this institute to be the best ever held in this county. The interest and enthusiasm manifested by the teachers warrant us in saying this. Prof. Graham is deserving of great credit, indeed, for his work in behalf of the teachers. They are more than ever impressed with the nobility and true dignity of their calling, and they will go out to their summer schools with firmer resolutions to do better work." A very large per centage of the teachers voted at the conclusion of the session that a two weeks' institute was far preferable to a one week's institute.

THE *Chronicle*, of La Crosse, brings us the information that Supt. C. W. Roby, of that city, was married April 9th, at Whitewater, to Miss Maggie Ray, daughter of Hon George A. Ray, of the latter place. The bride is a graduate of the Whitewater Normal School, and taught very successfully for several terms in public schools of La Crosse. On the arrival of the couple at the latter place, they were met at the residence of D. D. McMillan, Esq., the President of the Board of Education of the city, by the members of that board, and by the teachers of the public schools. An hour of hearty congratulations followed. An elegant silver water service was presented by the board; and a beautiful silver tea set by the teachers. The JOURNAL OF EDUCATION sends its kindest wishes.

DR. JAMES DE KOVEN left to Racine College $40,000 and his valuable library.

PROF. R. R. BARNES, principal of the Mauston high school, has resigned on account of ill-health.

THE number of visitors at the public schools of St. Paul, Minn., during the month of March was 3,069. This shows a lively public interest.

THE next State Convention of the Editors and Publishers of Wisconsin will be held, June 17th, at Oshkosh. It promises to be a most satisfactory occasion to the participants.

MISS HARRIET E. CLARK, of Trempealeau, has been elected teacher of reading and composition in the high school of St. Paul, Minn. She is a graduate of the Oshkosh Normal School.

SOME of the educational journals of the country are discussing the propriety of adopting a "new pronoun," which can be used in the singular with two antecedents of different genders.

THE State Superintendent was able to visit seven of the regular institutes this spring, and one of the county normal institutes, and to present addresses before their members and the citizens of the places where they were held.

THE trustees of Carroll College, at Waukesha, are making arrangements to secure the full endowment of that institution. An appeal is made to the property owners of the county to aid in this enterprise.

PROF. JAMES C. WATSON has reported for duty at our State University. The teachers of the state will extend to him the most cordial welcome. He is delighted with the prospect of using the very best apparatus in the new astronomical observatory.

THE report of the La Crosse public schools for March, shows the enrollment of 1663 pupils, the average attendance of 1526, and only *ten* cases of tardiness. The per centage of attendance is, as will be seen, slightly over 97. The visits of the citizens numbered 1,795.

AT the spring examinations in Iowa county, there were 263 applicants for teachers' certificates. Of this number 84 received third grade certificates; three, second grade; and one, first grade; showing that only about thirty-three per cent. of the applicants were successful.

WAUSHARA COUNTY, held at Auroraville, a normal institute for six weeks this spring. It was solely under the charge of the county superintendent, Jas. H. Tobin. He was assisted by ex-Supt. T. S. Chipman. The attendance of teachers reached over one hundred. Good work was done.

PROF. H. W. ROOD, of Pewaukee, writes that he has enrolled, the past two terms, seventy-two pupils in his free high school department. The average attendance was nearly sixty. Ten of these pupils received certificates this spring at the examination of the county superintendent.

THE public schools of La Crosse held, the first week in April, their annual examinations, which were attended by committees of prominent citizens of the city, appointed by the Board of Education. The reports of these committees, one being assigned to each school

district, were published last month in the daily papers of La Crosse. On the whole, they are highly commendatory of the instruction and management of the schools.

THE Commencement Exercises of the State University occur Wednesday, June 18th next.

THE Commencement Exercises of the State Normal Schools will be held this year as follows: Whitewater and Oshkosh, Thursday, June 19th; and Platteville and River Falls, on Thursday, June 26th.

THE Board of Visitors at the State University this year have been appointed by the Regents of that institution, as follows:

STATE AT LARGE.

Gen. James Bintliff, Darlington.
Rev. E. D. Huntley, Madison.
Hon. Angus L. Smith, Appleton.

CONGRESSIONAL DISTRICTS.

1st Dist., Hon. Joseph V. Quarles, Kenosha.
2d Dist., Hon. J. M. Bowman, Kilbourn City.
3d Dist., Geo. W. Eastman, M. D., Platteville.
4th Dist., E. Von Baumbach, Milwaukee.
5th Dist., J. H. Mead, Esq., Sheboygan.
6th Dist., —— ——, ——.
7th Dist., Hon. A. E. Bleekman, Sparta.
8th Dist., Rev. J. A. R. Rogers, Shawano.

The following Regents were appointed to represent the University Board in the examinations made by the visitors: Hon. J. M. Bingham, Chippewa Falls; Hon. W. C. Whitford, Madison; and Thos. B. Chynoweth, Green Bay.

GEN. JAMES BINTLIFF, of Darlington, and Rev. J. A. R. Rogers, of Shawano, members of the Board of Visitors at the State University, have already made preliminary examinations of the institution.

AT the close of the exercises of the institute held at Portage, Supt. Scott, of Columbia county, publicly thanked "Prof. A. J. Hutton, on behalf of the institute, for the able and gentlemanly manner in which he had performed his labors among us, during the week, in conducting the institute."

THE *Courier*, of Prairie du Chien, says: "The city schools have a vacation during the week on account of the session of the Teachers' Institute held here by Prof. Salisbury, of the Normal School at Whitewater. The attendance was not as large as was desirable, still there was quite a large number of teachers present, but the outside attendance was rather meager. The corps of teachers was composed of as fine and intelligent appearing young people as we generally meet with; and we confess to a streak of pride in the assertion that our own city teachers compare most favorably with those from abroad."

THE *Bulletin*, of Baldwin, St. Croix Co., says: "A teachers' institute of five days' duration, under the supervision of Prof. Thayer, institute conductor of the 4th institute district, assisted by our efficient county superintendent, Miss Betsey M. Clapp, closed after a very successful session to-day. The number in attendance during the week was 62, the highest of any institute heretofore held. Prof. Thayer has a faculty of drawing out, in various ways, from a pupil, the answer he seeks, and in so doing he instructs his teachers and the careful observer in the different methods of teaching. He is suave, yet sarcastic, easy and gentlemanly, and the foremost instructor in the state it has been our pleasure to meet."

AT the close of the winter term of the public school of New Lisbon, the citizens of the place attended in large numbers the final exercises of the high school. The black boards of the main room were covered with crayon drawings; and those of the recitation rooms, with large maps drawn by the scholars. The examination papers, copy books, pencil drawings, book-keeping blanks, splint and needle work, were all inspected. Some of the more advanced pupils presented essays and declamations. The entertainment was pronounced a success. Prof. Foster, the principal, and Miss Hatch, the assistant, have performed excellent work during the year.

SUPT. W. A. JONES, of Iowa county, makes the following excellent suggestion, in an article recently published in the *Iowa County Democrat:*

But comparatively few applications from school boards have been received asking for "special licenses," which proves that the sentiment is growing in the county in favor of employing none but qualified teachers. If school boards would only reflect, they could not help seeing the injustice and the injury that is occasioned to the schools of the county by this pernicious practice. It is very discouraging to those who have spent time and money in preparing themselves for the profession to be compelled to compete in wages with those who have barely education enough to obtain a low third grade certificate, and in many cases with those that hold no certificate at all, and have no interest whatever in their work except to spend their time and draw their wages.

THE *River Falls Press* publishes the following selection from a private letter written by a Representative in Congress:

It is extremely interesting to go through the different departments of the Bureau of Education. The modes and processes of education of almost every country are represented. The changes that have taken place, the revo-

lution going on in Japan and the influence of the American system, in producing it—interior views of school rooms, both the old and the modern—the needle work taught in the schools. The record of teaching common things by drawings and pictures in Switzerland and other countries; the flowers made by the children in the German schools.

Then we come to the different works and reports on education of different countries. The shelves set apart, for instance, for Spain, show where ignorance predominates, while France takes already a front rank; and is not this the key that enables us to venture the prediction that France is prepared to maintain herself as a Republic?

Of course I have not given you even an outline, but any one coming to Washington should not fail to visit the Bureau of Education. The Commissioner, Gen. Eaton, is always ready to welcome all who call.

A gentleman formerly of this State, writes from Chattanooga, Tenn., as follows:

Our city was the first in this State to organize an efficient system of public schools; this was in 1872. I was one of first board of school commissioners, and remained until January, 1876, when I resigned, owing to business engagements interfering with my duties to the schools. There was a very strong prejudice here against the schools, among the ex-slave holding element particularly; and at first we had up-hill work, but now I am pleased to say our public schools are in a flourishing condition the best in the state—but far behind Wisconsin.

THE free high school law of Maine, after which our law was patterned, has secured the establishment of 200 schools in that state. The governor, in his inaugural address, advises the withdrawal of state aid from them, and the abolition of the law. A bill to effect these results was lately defeated before the committee on Education in the legislature A leading paper, of that state, says: "The free high schools have done much good, and have supplied teachers for the common district schools."

PROF. J. H. HOOSE, the principal of the State Normal School at Cortland, N. Y., announces that it is proposed to establish a normal educational conference to investigate subjects under the following heads: The Science of Education, The Art of Education, and the Profession of Teaching. This conference will convene in the Tabernacle Pavilion, at Thousand Island Park, on Wellesley Island, in the St. Lawrence River, on Monday, August 11th next, and continue through the week.

DR. BARTRAN, Superintendent of schools of Fort Howard, says in his annual report just issued: "It is certainly hopeful that amid depression that is clogging the channels of enterprise, and stopping the wheels of industry, our schools bate no jot of their usefulness or their power. Amid discouragements that shake the faith in popular government, it is pleasant to know that the most democratic of our institutions is so entrenched in the affections of the people that nobody dares to assail it. It is gratifying to be able to report a higher per cent. of the enrollment upon the number of children residing in the city during the last school year, than that of any previous year; while the per cent. of attendance on the number enrolled is 92, which is also an improvement on preceding years."

LAST YEAR W. H. Brearley, of Detroit, Mich., took a large excursion party to the White Mountains. The trip is to be repeated early in July this year, as will be seen from the advertisement below. Particulars learned by sending a stamp for circular to Mr. Brearley, of the Detroit *Evening News*. The excursion will coincide with the annual meeting of the American Institute of Instruction.

GETTING WARM, SUMMIT OF MT. WASHINGTON.

* * * * * * * * * *

Brearley's third annual excursion tour from Detroit to the WHITE MOUNTAINS AND SEA-SHORE will leave Detroit in time for teachers who desire to attend the National American Institute of Instruction, which will be held at the White Mountains, July 9, 10, 11 and 12. The route is via Niagara Falls, Lake Ontario, Thousand Islands, Rapids of the St. Lawrence, Montreal and Quebec, and includes the Sea Shore. Send stamp for particulars to

W. H. BREARLEY, 65 Shelby Street, Detroit, Mich.

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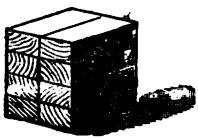

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WISCONSIN

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EMPIRICISM IN TEACHING.

[Address before the Sauk County Teachers' Association, By J. T. Lunn, County Superintendent.]

Empiricism is one of those "words of learned length and thundering sound," enwrapping mystery enough to startle the average teacher into wishing to have none of it in anything of his; but alas! it is the duty of this effort to show to the average teacher that there is much of it in many things of his, and also to show that the merit or the blame of having it depends on circumstances.

The usual, application of the word denotes superficiality or short sightedness, a reliance or pride in one's own narrow individual experiments and observations in opposition to the combined experience and thought of millions and a broad based science founded thereon. As all that any one person sees or all that he hears is quite limited in proportion to all that exists, any conclusions drawn from mere individual observation have so narrow a basis as, in general, to be unreliable, and hence the word partakes of the meaning of slipshod, superficial, and unmethodical. As applied to schooling, empiricism has its worst feature in that vast throng of teachers who from term to term and from year to year attempt to teach without any study of the *science* of education, the *theory* of instruction or the *art* of management; and whose whole work consists in *unthinkingly* copying what they have seen other teachers do, unable to give clear educational reasons for practicing any one thing they are practicing or for rejecting what they are not. Empiricism is clearly shown in the almost total lack of any such thing as professional preparation before the pupil *in* the school attempts to become the teacher *of* the school.

Not one day has he spent in considering *why* his teacher commands some things and forbids others and the effects of either; not a moment has he spent in thinking of his own fitness for teaching and ability to return full value for the wages he intends to demand; not once does he ask his teacher to permit him to teach under his criticism; and as for buying, borrowing and reading educational literature before teaching, such an absurd idea never entered his head. After commencing to teach, matters are but little improved; journals of education go a begging; teachers' institutes and associations languish; seldom is advice asked unless the teacher is cornered or threatened with trouble; open normal school doors vainly entreat him to enter; and so tightly does he grip his pocket book against all helps to teach, that after years of keeping school he rises to the sublime height of head of an ungraded backward school at starvation wages, and even such wages are often in excess of what he truly earns. Hundreds of teachers' whole stock in trade for teaching consists in having observed their teachers or other teachers do certain things which they *unquestioningly* copy; and as it is much easier to catch the form of a thing than to catch its inspiration, it is very common to see some very poor work done by some very good methods.

Again, as we are trying to make progress, the past should be left behind; but as our teachers copied from theirs and we copy from them it is very easy for us to be from a quarter to a half century behind the times. Human laziness is such that it is too much trouble to *observe thoroughly*, too much trouble to imitate *thoroughness*, the tendency being to duplicate the things *not* needing thought and effort, and to omit those which do require effort and clear, close thought; and as past teaching has more of the thought*less* than of the though*ful*, it is easy to see that our copying tendency leads us *down* hill instead of up. The blind copying what *my* teacher or others have done should be cast to the winds, and each and every item of school work held up to rigid criticism. How will these empirical items bear it? Assigning lessons without a word of introductory work. Requiring or permitting blind memorizing for recitation. Taking words only, as the evidence or measure of thoughts. Asking only the questions which the book supplies. Taking topics only in the order laid down in the book. Consulting no text books but the one used in class. Sticking to the alphabetic, and rejecting the word and phonic methods. Taking years to teach the penmanship we should in months. Teaching primary arithmetic by antiquated methods. Having droning, thoughtless

reading when the opposite can be had. Tolerating whispering, disorder and idleness because *our* fogy teacher did. By having common recesses where decency does not tolerate them. Half keeping a dirty register because they used to do so. By accepting or bragging up scrawly, slovenly work. Experience often fails to make us wise and observation is often taken to mean idle gazing, but taken each in its best sense, they yet fail to make us acquainted with the whole field; and we are as the child who thinks the world goes only as far as he sees. Our empirical teacher lives in a little dell of his own, shut in from all the world without by his conceit in the fullness of his personal observation and experiments. By reading and by reasoning he never reaches upward and outward,

> To stand as on a mountain steep,
> And view the landscape o'er;
> To see vast tracts ne'er seen before,
> Swift rivers and broad deep.

Indeed it is astonishing and mortifying to see what shortsighted views many teachers take who pride themselves on what *I* have seen or what *I* have done.

In treating this word, the older edition of Webster says: "See *Pirate*, to which it is related," which affords us text for saying that in a sense our empirical teacher is a pirate or freebooter of the methods and thoughts of others which he unblushingly makes his own. To the real author he gives no credit and from himself he stints no praise. He never originates any creditable methods or ideas of his own for the benefit of others, but is like the horse leech, continually saying: "Give, Give," but never saying, take.

How many of us can point to any good thing in teaching and say, *this* is of my own personal origination, whose like I never saw or had hint of, and which I give to teaching as a slight compensation for the many things it has given me. Let us own to the fact, and say that all that I am and all that I practice as teacher, I owe to the genius and generosity of others. By thus acknowledging our poverty of merit "we see ourselves as others see us" and remove any stain of stealthy pirating.

The same edition also says, "it is allied to *Peril*," and surely there is peril enough in the slipshod empiricism which marks so much of our school work. We turn out one teacher to twenty pupils, all of whom are slipshod in manners, neatness and order; slipshod in punctuality, energy and ambition; slipshod in reading, writing and arith-

metic; slipshod in almost everything that can raise them to a higher plane. Their whole future, moral, social, and financial, is overcast and imperiled because of the thoughtless and often lazy manner in which their schooling has been done. Look about the country and in every hamlet, in valley and on ridge, and you may see young people whose attainments are a standing reproach to their teachers and the time spent in school.

In justice to itself it must be said that empiricism has another and a better side. Experience is no disgrace, observation in its right sense should be encouraged, and experiment wisely directed is the only road to advancement; and if we can not be originators or discoverers there *is* a merit in being *a good* copyist. It is unthinking, blind imitating that we condemn, but that imitation which is based on *considerate* observation until we can give clear reasons for pinning our faith to the thing observed, is commendable. We need, in teaching, more empirics, more thoughful observers, more experimenters, more imitators of the *spirit* of a method, guided by some such formula, as:

I. *Why* do I observe, imitate or experiment?

II. *What* do I observe, imitate or experiment?

III. *How* do I observe, imitate or experiment?

Every nook and cranny, line and precept of the school work needs such empirical cross-fire, and out of it will spring a wider awake and more progressive race of teachers.

Experiment means going out of the rut of habit and by a new mingling of ingredients to obtain a result different from former results, and in proportion to our wisdom in choosing and manipulating the ingredients will the result approach our desires. Now, one great cause of failure of teachers' experimentation is a lack of wisdom in selecting ingredients or in manipulating them, and poor unsatisfactory results appear. They are like the gunner who fires without taking aim or whose gun scatters too much.

By experiment and observation we can all be accumulating a store of facts which related at such meetings as this may have a key found around which to crystallize into systematic intelligible form. Some genius in each department of knowledge overlooks the whole field, studies the similarities, differences and relations of the several parts until chaos gives way to intelligent order. Such overtopping observers teachers should strive to become.

But such desirable empiricism is not confined to the theory and art of teaching. We should observe our own prejudices, habits, and in-

clinations, as bearing on our success or failure in teaching, and I know that many might see mirrored there the bond which binds them to years of standstill in this calling. Many wonder why they do not rise, why higher stations do not open to them. The answer is, you carry the cause with you. Renovate yourself, or remain in oblivion. We should observe the same features in our pupils and call attention to their results. Pupils will more readily submit to discipline and order, if they are led to observe that these may be beneficial to the governed as well as to the governor.

Observing the work of successful teachers and striving to know why such work is successful is a worthy empiricism.

Certain branches or topics are best learned by empirical pupils, *observing* pupils whose observation is *directed* by the teacher. Among such work may be mentioned Language Lessons, or practical grammar, Penmanship, Drawing, Local Geography and Politics, Principles of Reading by observing speech, and many cases and principles of Arithmetic, Botany, Philosophy, &c: The elements of any branch are *few* in number but *many* in *use* and *combination*, and most of these uses and combinations are fit subjects for intelligent empiricism by teacher and pupils. Many teachers remark that when visitors, and especially the superintendent, are present, the school seems more noisy and disorderly: the lessons poorer or thinner; the industry flagging; the floor dirtier; the air more impure or the teacher more untidy than usual; whereas the fact is that *nothing unusual* exists. The teacher's observation is now awake. For once he is really *trying to see* what is going on or how things look, and the things which he complacently viewed when alone, seem hideous in presence of company. The contrast in this case is: No observation brought content and peace and ease. Observation brings anxiety and strife and toil. Whenever I see a teacher discontented with his own work, I have some hope for him, for out of discontent usually spring some measures for relief; his professional aches and pains urge him to find a cure. For our *non*-observing, no-fault-to-find-with-myself teacher, I have little hope. Snuggled in the warm blanket of his self conceit he waits to be laid upon the shelf and seldom waits long in vain.

Besides empiricism *in* teaching we have empiricism *on* teaching. All around the country we have shortsighted superficial views of education, management, discipline and instruction. Empirical persons are chosen to school boards by empirical electors and half the schools in the country are run with the most superficial empiricism. Good

teachers trying to keep up with the times are often neutralized or combatted instead of being encouraged. On the principle that birds of a feather flock together our empirical board and our empirical teacher are hail-fellows well met. The one does not want energy, thought and enterprise to disturb his mental fogginess with any new fangled notions, and the other does not propose that they shall be so disturbed. Districts by the score are without decent houses, furniture, ventilation, sites, fencing, paint, maps, charts, globes or sufficient blackboard. To lighten his own labors *one poor* farmer will invest more money in agricultural implements than the whole combined farmers of the district, rich and poor, will invest in implements to cultivate the minds of their children whom they claim to be so near and dear to their loving hearts. Another empirical class are our ex-teachers, the have-beens of our calling. These relics of the past, when much less education and management sufficed to make a teacher than now, are often found objecting to what is not now as it used to be. Both of these classes often say that our schools are running down, that the teachers are not as thorough, the pupils do not advance as fast, that pupils are more disorderly than they used to be, and compare some *genius* of the *past* with the *poorer teachers* of the *present* to prove their assertions.

ENTOMOLOGY IN THE COMMON SCHOOLS—IV.

The collector of entomological specimens will not be long in discovering that no amount of instruction will equal a small amount of experience. In order, however, to attain this experience in the shortest possible time, he may avoid some unnecessary labor by noting the experience of others. Collectors of coleoptera find their quarry anywhere, everywhere. The rarest beetle of a locality may fly in one's face or suddenly appear beneath his foot on the pavement of a crowded street, but there are many things always to be found by a judicious search in plausible localities, and by the use of a few simple devices.

The simplest and most effective trap for catching beetles is an umbrella. This may be spread and inverted beneath the lowermost branches of trees, shrubbery, etc., the limbs being at the same time suddenly jarred, and the result will at once assure the experimenter of the utility of the device. A strong net affixed to a handle three or four feet long is very useful in sweeping the grass and low herbage, and may frequently be used to good advantage in capturing coleoptera,

which manage to keep just beyond the reach of the hand, and also in capturing water-beetles. Coleoptera are also to be found under the bark of decaying trees, in rotten wood, under and within *fungi*, whether growing or decaying, under stones, in damp places, in fine, as said already, everywhere. To facilitate the capture of such as domicile beneath bark and in decaying stumps, a small garden-trowel, or still better, a strong three-tined fork made for a similar purpose, is a most useful, and, indeed, indispensable implement. Decaying animal or vegetable matter may thus be overhauled, provided one's olfactories are properly educated in the school of indifference. Science should know no emotions. For catching such coleoptera as are attracted at night by the light of a lamp, one may place a large funnel in a wide mouthed bottle partially filled with alcohol, or in a poison-bottle prepared as hereafter described, and arrange the whole at night outside of a closed window; the insects attracted by the light being stopped by the window-pane only to fall into the funnel thus arranged for their reception. This plan will be rendered very effective if the funnel be made of pasteboard and one side be tacked firmly to a thin slip of wood so that on this side the contrivance may be brought close up to the window pane. In the *debris* along the banks of a stream of water, and especially on the shores of a lake, coleoptera are frequently abundant. Such places should be thoroughly and frequently explored.

But having obtained our specimens, how shall we kill them? If one is at home he cannot do better than use boiling water. It is both speedy and efficacious. Alcohol many times answers an excellent purpose, and even whisky is not altogether objectionable. A few drops of chloroform, sprinkled upon a little cotton, placed in a wide mouthed bottle, will be found very convenient, but, all things considered, a poison-bottle, prepared as follows, is doubtless the best thing to use. Put into a wide-mouthed bottle (a quinine, or a morphine, or a pomade bottle will answer an excellent purpose), equal parts of pulverized potassic cyanide and plaster of Paris. Mix them thoroughly and afterwards add water enough to set the plaster. The mixture need not fill the bottle for more than one-fifth or one-fourth of its depth, and insects placed within will feel the effect of the cyanide almost instantly. After death, they may be poured from the bottle without disturbing the poisonous contents; the bottle is thus always ready for use. Sometimes, a little cotton or tissue paper placed above the compound, will be found of advantage, if specially fragile insects are to be put into the bottle.

Coleoptera should be pinned through the right hand elytron, in such a way as to keep the elytra closely together, the pin coming out on the underside between the two anterior pairs of legs. The pins should project above the beetle to a uniform height, determined by the gauge described in the last article. It is well, also, to leave the jaws open, as it is often necessary to subject them to a close scrutiny in determining the proper classification of an insect. The legs should not be spread out to their widest extent, as thus the insect takes up an unnecessary amount of room in the cabinet, and he is also in much greater danger of being broken. Rather let the legs be doubled symmetrically beneath the body, and if the antennæ are at all conspicuous, let them be carefully arranged lengthwise over the back.

Many beetles, however, are so small that it is impossible to transfix them with the smallest pin. In such cases different plans are adopted by different collectors, but the most general and by far the most convenient one is as follows: Cut a strip of thick paper or thin cardboard to a width of about five-sixteenths of an inch. Then by oblique crosswise cuts, snip the strip into triangular pads of, say a little more than one-sixteenth of an inch base. The beetles are to be gummed securely to the points of the pads, and the pins are to be thrust through the wide part of the same near the base. Spalding's glue answers an admirable purpose for this use. Ordinary mucilage, prepared from gum arabic, is too brittle after drying. Uniformity of arrangement in these pads, is very desirable. When the pins are placed in the cabinet, let the pads project to the left, the beetle being arranged perpendicularly across them, and as near the point of the pad as possible. The heads of the insects are now all turned toward the top of the box. Mounting small beetles in this way will call into exercise the faculty that all teachers are striving to possess, viz., patience.

After the insect is mounted, a label or labels should be placed upon the pin, stating the locality where and the time when the insect was taken. The state and the month are very important; and more definite information as to both time and place of capture is frequently of essential service in the prosecution of this branch of study.

The insects are now ready for the cabinet. It is a question of time for any one to become familiar with the insects of any order, so as to place his captures at once in the proper *family*, *genus*, *species*. Preliminary, however, to what he will one day do, he may at least arrange together all which appear to be alike, others which vary in but

few points, and perchance others which, though plainly different, have many prominent features in common. He is thus cultivating his perceptives and fitting himself to discriminate accurately one species from another, whenever he may have access to synoptic tables prepared for the purpose of affording him needed assistance.

Of the coleoptera there are recognized at present in North America about ninety families. Many of these, however, are represented by but few species. The most, and the most conspicuous beetles belong mainly, perhaps, to the families enumerated below. For convenience in becoming familiar with these families and thus giving each insect his appropriate place, it will be necessary first to make the *tarsi* (feet) a subject of special investigation. It will be found that while some coleoptera have but three joints to the foot, others have four or more, and after examining a large number carefully, the student will discover that preparatory to a study of the families, the beetles may be grouped thus:

Those with three jointed tarsi, - - - - - - - - -	*Trimera.*
Those with four-jointed tarsi, - - - - - - - - -	*Tetramera.*
Those with five-jointed tarsi, - - - - - - - - -	*Pentamera.*
Those with five-jointed tarsi to the front and middle pairs of feet, but with four-jointed tarsi to the hind pair, - - - - - - - -	*Heteromera.*

These terms at once carry with them their own significance as soon as attention is called to the fact that the unchangeable part of each is from the Greek word *meros*, a part.

The principal family of the *Trimera* is the *Coccinellidæ*.* These insects are found on plants, but yet they are not only harmless but positively beneficial. They are comparatively small, hemispherical in shape, and frequently ornamented with brilliant spots. They are commonly known as "Lady-birds" or "Lady-bugs." They are carnivorous and to this circumstance are they indebted for the kindly feeling of informed humanity toward them. The plant-lice which so numerously infest various kinds of vegetation constitute their food, and without their quiet intervention in man's behalf, he would soon see vegetation wearing a far less thrifty aspect.†

*For a monograph of the *Coccinellidæ* as represented in the United States, see Transactions of the American Entomological Society, Vol. IV. p. 363.

† "Reaumer has proved that in five generations one *Aphis* [plant-louse] may be the progenitor of 5,904,900,000 descendants and it is supposed that in one year there may be twenty generations. This astonishing fecundity exceeds that of any [other] known animal; and we cannot wonder that a creature so prolific should be proportionably injurious."—*Kirby and Spence. Introduction to Entomology, Vol.* 1, *p.* 174.

The principal families of the tetramerous coleoptera are the *Curculionidæ*, the *Cerambycidæ* and the *Chrysomelidæ*.

The peculiar characteristic of the *Curculionidæ* is apparent from their more common name of snout-beetles, the fore part of the head being prolonged into a snout, which in some cases is many times the length of the rest of the head and sometimes even exceeds the length of the entire body besides. It is stated on good authority that this family alone comprises more than 10,000 different species. They are vegetable feeders and hence extensively injurious to the horticulturist and the farmer. The pomologist especially has reason to dread some of the individuals of this family. The peach curculio *(Conotrachelus nenuphar, Herbst)* needs no introduction to them.*

The *Cerambycidæ* are also vegetable feeders. They are, however, perhaps less injurious, as they, in the larva state, feed largely upon decaying timber. They are sometimes called the Longicorns or Longhorns. This suggests a special peculiarity. Almost all are provided with antennæ unusually prolonged, so that frequently in the case of the males the antennæ are two or three times as long as the body, which is itself noticeably elongated. Coleopterous larvæ in general, require a long time in which to complete the cycle of their transformations, previous to their appearance as perfect imagines, and larvæ of these wood-boring beetles are famous for their longevity. Well-authenticated intances are recorded where a perfect beetle of this family has made its appearance from the solid wood of furniture which had been in constant use for more than a score of years, the inevitable inference being that his larval life had continued during this long period. †

The *Chrysomelidæ* embrace a vast number of short, thick-set insects, with antennæ not specially prolonged, but sometimes a little thickened toward the ends. They are also vegetable feeders, are of various colors, and may at once be recognized, if we suggest as a type, the potato-beetle, *(Chrysomela decem-lineata, Say)*, whichduring the past fifteen or twenty years has spread itself over the whole land and is recognized by every farmer's boy as one of our greatest pests. ‡

* For a monograph of the *Curculionidæ* as represented in America north of Mexico, see Proceedings of the American Philosophical Society, Vol. XV. December, 1876, also a paper read before the same society, Sept. 19, 1873, the two articles comprising over 500 large octavo pages of closely written matter.

† For a synopsis of the genera of the *Cerambycidæ* of North America, as also descriptions of many species, and monographs of the genera most numerous in species, see Smithsonian Miscellaneous Collections.

‡ For a partial monograph of the *Chrysomelidæ* of the United States, see Proceedings of the Academy of Natural Sciences of Philadelphia for 1873.

In the heteromerous group of coleoptera we will confine our attention to two families, the *Meloidæ* and the *Tenebrionidæ*. The individuals of the former are long and narrow, provided with flexible yielding elytra and are noticeable by reason of the evident neck which unites the head and the thorax. The most prominent individuals of this family are commonly known as *blister-beetles*. The "Spanish-fly" belongs here and of our indigenous material any one may recall the two or three species of blister-beetles, which in many localities vie with the Colorado potato beetle in ruining the potato crop.*

The *Tenebrionidæ* are represented most extensively in America in the region west of the Mississippi river, and, indeed, it might with truth be said that they with the exception of a few *genera* are confined to the region west of the mouth of the Platte river. From here, as one proceeds westward, the representatives of this family increase in genera and species and individuals until on the Pacific slope they become the most numerous of all the families of the order. The beetles of this family are largely nocturnal in habit and dingy, even black in color, doubly justifying the name of *Tenebrionidæ*, which has been assigned to them.† O. S. WESTCOTT.

[To be continued.]

YEAR by year teachers' institutes are becoming more valuable as their legitimate work is better understood. They have become a powerful agency in educating teachers who have no better way of obtaining normal instruction, and in educating public sentiment; and thousands of teachers every year go out from these discussions and instructions with clearer views of their respective duties, with a determination to do better service in the future, and with a higher inspiration for their calling.—*Supt. C. A. Gower, Mich.*

THOUGH sometimes small evils, like invisible insects, inflict pains, and a single hair may stop a vast machine, yet the chief secret of comfort lies in not suffering trifles to vex one, and in prudently cultivating an undergrowth of small pleasures, since few great ones are let on long leases.

* A monograph of the principal genera of the *Meloidæ* of the United States, may be found in the proceedings of the American Philosophical Society for 1873.

† An exhaustive monograph of this family as represented in America north of Mexico is published by the American Philosophical Society; 150 pp of Vol. XIV, 4to

SELECTED.

SKETCHES OF THE UNIVERSITY OF WISCONSIN—IX.

PROF. T. N. HASKELL.

In 1867, T. N. Haskell, A. M., was called to the chair of rhetoric and English literature in the University, which he filled with credit until 1868, when he resigned. He was born in Chautauqua county, New York, January 20, 1826, but was taken in his infancy to Bloomfield, Trumbull county, Ohio. His parents died when he was young, leaving him entirely dependent upon his own resources for an education. He commenced teaching in Warren, the county seat of Trumbull county, when only sixteen years of age. He graduated at the Miami University, at Oxford, Ohio, in 1851. He afterwards studied and taught two years in Oberlin College, same state. Prof. Haskell at one time presided over Wayne Academy, in Ashtabula county, Ohio; was principal of the high school at Sandusky, in that state, and of a female seminary in New York city. He spent one year in Andover Theological Seminary. While there, he married a daughter of President Justin Edwards. He was graduated from Union Theological Seminary, in New York, in 1854, and went at once to the pastorate of the Western Presbyterian church, Washington city; afterwards called to Boston, where he was a settled pastor for eight years. He traveled a year in foreign countries, and then came to Wisconsin to accept the chair tendered him in the University. He subsequently preached in Aurora, Illinois, until the health of his family compelled him to change his residence. He removed to Denver, Colorado, in 1873, where he still resides.

Prof. Haskell is a fluent speaker and ready writer. Before leaving Illinois, he contributed several political articles to the press and made a number of political speeches (he is a republican in politics), which were declared by some of the prominent members of his party to be of a superior order. So, also, in Colorado, where the state senate, in March, 1877, unanimously affirmed that his political speeches in the previous presidential campaign were distinguished for their statesmanlike ability, scholarly accuracy and candor, and were highly appreciated by thinking men of all political affinities and faiths. He has

cultivated the lecture field with marked success, his favorite topic being descriptions of oriental countries.

Prof. Haskell has written fugitive pieces of poetry of considerable merit. Among these may be mentioned, "The Country's Call to Arms," and a "Centennial Thanksgiving Hymn." An ode composed for Lincoln's funeral obsequies, published in the *National Intelligencer* of April 19, 1865, is worthy of commendation. His prose writings are numerous. Many of his sermons, sketches, memoirs, essays, and addresses, have been printed. He was instrumental in starting, in 1874, the Colorado College, at Colorado Springs, the first institution of the kind in the Rocky mountains; and his address and report before the general Congregational Conference of January 20, of that year, in furtherance of the project, were interesting.

At the educational convention held in Denver, in December, 1875,* Prof Haskell, from the committee on education of Spanish children, reported a series of resolutions, advocating the employment by the legislature of a Spanish-speaking assistant superintendent for three months in each year for three years, among Mexico-Spanish citizens, in developing the English common school system for the benefit of their children. City school boards were asked to invite Spanish youth to attend their high schools free of charge. The resolutions commended the study and colloquial use of the Spanish language to teachers, and recommended that a popular compendium of the common school system and its modes of usefulness to the rising generation of American citizens of all classes, be prepared and published in Spanish.

Prof. Haskell paints pen-pictures with fidelity. Take these few words upon the Nile: "Here we are now on the bosom of that marvelous river. It is the cool of the day in Egypt. The air is most charming, and clearer than crystal. The waters are unusually placid. The current beneath us is vigorous but even. The banks are low, level and fertile—covered with a rich compost of sand and slime. Every thing visible is suggestive of the value of this noble river to all this region. It was Herodotus who wrote thousands of years ago when beholding it, 'Egypt is the gift of the Nile.'"

Prof. S. P. Lathrop.

The board of regents at their annual meeting in February, 1854, made choice of Stephen Pearl Lathrop, M. D., of Beloit College, to

* Resoluciones en favor de instruccion en la lengua Castellana, paradas par la convencion educacional, convenida en Denver, en el mes de Diciembre, de 1875.

fill the chair of chemistry and natural history in the University. He entered on his duties early in June. He was born in the town of Shelburn, Vermont, September 20, 1816. In early life he encountered difficulties arising from the straightened circumstances of his parents, such as might have kept in obscurity an ordinary mind; but he worked his way through every obstacle to the attainment of a liberal education, and was graduated at Middlebury College, in his native state, in 1839. He entered college, intending to prepare himself for the ministry; but a weakness of the lungs, which soon after appeared, compelled an abandonment of his purpose. Following a taste for physical science which had been developed during his collegiate course, he studied medicine, receiving his degree in 1843. He commenced the practice of his profession in Middlebury with a prospect of more than ordinary success; but his attainments and the general cast of his mind fitted him peculiarly for the work of instruction; and to this he devoted the chief energies of his life.

In obedience to a call from his Alma Mater, in the spring of 1845, he temporarily filled the chair of an absent professor in anatomy, physiology, and botany in that institution. He was also called about the same time to take part as an assistant in the geological survey of Vermont. A year later, he undertook the charge of a female seminary in Middlebury. In these various relations, he acquired a reputation for sound scientific attainments, energy of character, and success in imparting knowledge, which induced the trustees of Beloit College, of Beloit, Wisconsin, to invite him, in 1849, to the professorship of chemistry and natural science, in that institution. He entered upon the duties of his office in the fall of that year.

On his removal to Wisconsin, Prof. Lathrop soon become extensively and favorably known, not only as a college teacher, but as associate editor and publisher of the *Wisconsin and Iowa Farmer*, and as a devoted and successful laborer in the department of agricultural science. For the last two years of his life, by his connection with that journal, he came into communication with the agriculturists of southern and central Wisconsin, and thus gave them the benefit of both his science and his experience, for the promotion of their interests. He was entirely free from the pride of learning, which often keeps the educated man from intercourse with the working farmer; and his practical good sense fitted him in a peculiar manner to be a useful instructor of that class, through the pages of a journal devoted to their interests. He did not sever his connection with the institu-

tion at Beloit until called to the State University. Here he continued his valuable services in the department to which he had been called until disabled by the disease which terminated his useful life December 25, 1854, the first of the professors of the University to die while in office. "In the decease of Professor Lathrop," said the regents, "the University lost the service of an able and devoted officer; the agricultural interest, a scientific friend; and the state, a useful and influential citizen." As an instructor, he was well versed in all matters appertaining to his department,—enthusiastic in his devotion to science, and apt in engaging the interest of his pupils. For the study of natural history, in all its branches, he had a peculiar fondness. He was a close observer. Rocks, minerals, shells; the diverse forms of vegetable life; beasts, birds, insects;—all engaged his attention.

As a writer, Prof. Lathrop was vigorous but not poetical. His thoughts, though frequently effective, were always expressed in plain words. The following is from an unpublished lecture of his upon chemistry: "It is in the enlarged views which science gives that we first learn duly to appreciate the Deity. Eternity, infinity, omnipotence, are attributes so astounding to human faculties, that we can only arrive by steps at the most moderate apprehension of them. 'Jacob's ladder must stand upon the earth in order to reach heaven.' What more worthy employment, then, can man find for his faculties than the investigation of these hidden forces that tell in so plain a a language of the mighty power which called them into action? Before such knowledge, superstition necessarily fades like darkness before the sun."—C. W. BUTTERFIELD, in *University Press.*

THE secret of securing order is to secure interest. An idle child cannot keep quiet.

LEISURE is sweet to those who have earned it, but burdensome to those who get it for nothing.

HE that studies books alone will know how things ought to be. He that studies men will know how things are.

IF you wish to do good, *do good.* If you wish to assist people, *assist* people. The only way to do a thing is to *do* it.

IT is one of the most beautiful compensations in this life, that we cannot sincerely try to help another without helping ourselves.

THE EDUCATIONAL PLATFORM.

When politicians desire to produce a change, which they claim will effect an improvement in the physical well being of the people, they state with clearness the objects at which they aim. They fix a platform and *organize* all who agree to it on that platform. This platform must announce practicable desires and views, or nothing will result. In this world, things do not right themselves; those who compose the educational party must agree upon certain principles and disseminate them; must write and speak upon them; have campaign documents written to show their importance and finally NEVER cease DISCUSSION until victory is reached. Consider the following:

1. That only those persons who have *demonstrated by* EXPERIENCE *their ability to teach shall be employed as teachers.* REMARKS. — That is, the present plan of judging whether a person has the power to teach, by the scholarship he may have, is radically wrong, always has been and always will be. *How* a successful experience shall be gained is the business of normal and training schools. But an experience must be gained, and a successful one, too. The teacher is allowed in the school room for the benefit of the *children* solely.

2. *That when a teacher has been appointed to a place, he shall have a guarantee of permanence.* REMARKS.— The present plan of changing teachers at the end of each year, if not each session, grows out of the fact, mainly, that inexperienced persons are employed — the parents naturally are tired of the experimenting, and so are the scholars; beside that, there is far too much dictation by meddlesome parents and politicians. What other laborers are so kicked about? Not the clerks nor the kitchen girls. It is plain that some body of persons besides the "trustees" should have a word to say on this question. To put a man in the school in the winter and a woman in the summrr, is only another phase of this ridiculous business. This *movableness* is the sure means of driving away good teachers and keeping those who have little spirit and dignity. Away with it!

3. *Superintendents of schools must be men or women who have had at least five years of successful experience as teachers and possess a state certificate, or diploma from a normal school or college.* REMARKS. — When these persons are appointed on account of their fitness, dignity will be given to the whole business. Put in a seven-by-nine superintendent because he is a Democrat or Republican who cannot get any other office, and all the schools suffer, and the whole cause

suffers. Yet this is constantly done. The case is a rare exception where these officers are not chosen by political influence; if they are good men it is accidental. A rascally state of things for the nineteenth century!

4. *That the normal schools, where the science and art of education can be learned, should be increased to an extent sufficient to supply all of the schools of the State with teachers.* REMARKS. — The connection of high schools or academic departments with normal schools, while once necessary, is now needed no longer. Let those who want to teach prepare themselves on the subjects which they will be required to teach, so that they can give their time to study the Art and Science of Teaching. Normal schools should be increased. New York State needs twenty-five such schools, and it could carry them on with $250,000. It now spends $160,000 on eight. Three or four men would manage such a school splendidly if the Academic Departments were cut off. There is no objection to these existing in the same building for the use of the locality. What is wanted is that each normal school shall furnish us with *teachers*, not with those who have been drilled on arithmetic, geography, etc. Other schools can do that as well or even better. Our schools must get up higher if they intend to do the good they might do.

5. *The teachers must receive a fair salary, to be paid in monthly installments.* REMARKS. — The value the people set on education is measured by what they pay their teacher — all long-winded talks and snuffling to the contrary notwithstanding. Teachers are now meanly paid. Trinity Church pays its head gardener $2,500 — the head teachers of its schools $2,000! No country can prosper that under-values and under-pays its teachers. It would aid very much to compare the amounts paid per scholar, and hence these should be reported. In other words, one town pays $12 per scholar per annum, another $24. Why this difference? A quotation of rates will assist many a stingy district to know how much it can afford to pay.

6. *There must be ability and permanence in all the offices from the State Superintendent down.* REMARKS. — One official hardly becomes acquainted with his duties before another intrigues for his place. Hence there is no persistent nor long continued effort. All is in a state of change. It resembles the child's planting a seed and digging it up in a few days to see if it has grown!

7. *The teachers and friends of education must each and all take hold of the work of organizing the educational party of the country and di-*

rect its movements. REMARKS.— There are a million of adult persons who are interested in the welfare of our public schools. But many never have moved an atom to help forward education. They will rail because they get no larger salaries, but they will do absolutely nothing to increase that public sentiment that regulates salaries. The teachers should at once begin to wake up from their Rip Van Winkle sleep, and begin to *act.— N. Y. School Journal.*

EDUCATIONAL SYSTEM OF ONTARIO.

The public educational institutions of Ontario may be divided into three classes — the Common or Public school, the High school, and the University.

The Public school closely resembles that of the United States. It is free to all, and is sustained principally by the municipality in which it is situated, although deriving considerable support from the Provincial Government and the County Council. For the greater efficiency of these schools, inspectors are appointed whose duty it is to visit each school twice a year, and to report to the government concerning its efficiency. Each county has at least one inspector. These inspectors are at the head of Local Boards of Examiners who have to conduct certain examinations.

If a pupil of a Public School desires to enter a High school or Collegiate Institute (a Collegiate Institute is merely a large High school), he must pass an examination which occurs uniformly throughout the province twice a year. The local boards of examiners mentioned above, examine the papers handed in by the candidates. The questions, however, are set by a central board, called the Central Committee. The local boards send in their reports, accompanied by the papers handed in by the candidates, to the central committee, who, if so disposed, also examine the papers.

The examination next above the entrance to High schools is that for third class certificates. This occurs once a year, and is generally called the non professional examination. For third class certificates, it is conducted in the same manner as that for entrance into High schools.

After passing this examination, the person intending to teach has to attend a County Model school for three months, when he passes what is called the professional examination, and is allowed to teach.

These model schools, though but lately established, have already done good work, and promise to be an important factor in increasing the efficiency of our public schools. They are far from being expensive, and are really public schools which fill certain regulations enjoined by law.

A third class certificate is good for three years, and if a person at the end of that time does not obtain a second class he must pass out from the profession.

In order to obtain a second class certificate it is necessary to pass a second class non-professional examination, and then attend one of the two Normal Schools for three months. After teaching three years he is allowed to try an examination for a first class certificate, and, if successful, is held duly qualified for the position of Inspector of Public Schools, and, in fact, for every position in the teaching profession except that of Head Master of a High school which must be filled by a graduate of some university in the British dominions.

Many students never pass their non-professional third class examination at all, but study till they are able to pass the intermediate or second class non-professional examination, after which, if they desire to teach, they may attend a County Model school, and after teaching one year may attend a Normal School and obtain a second class certificate.

A third class teacher can teach only in his own county, while second and first class certificates are good for the whole Province.

A striking feature of the school system of Ontario is the way in which the High School leads up to the University. A certain amount of money is every year distributed amongst the High schools of the Province. The division of this grant is based partly on the report of the three High School Inspectors, and partly on the average attendance. For the better distribution of this grant the High school is divided into the upper and lower schools, a pupil in the upper school bringing more money than one in the lower. All pupils who have passed the intermediate or second class examination are in the upper school, and all others are in the lower.

The work required of candidates for the intermediate is, as far as it goes, exactly the same as that required for matriculation in Toronto University; for instance, next June the examination in English Literature for matriculation at the above University will be Milton's Paradise Lost, Books I and II, and that of the Intermediate will be the second book of the same poem.

The student, after finishing his High school course, may matriculate at one of five Universities, of which four are denominational and one non-denominational. The matriculation of these Universities is almost identical, and the probability is that some time or other their whole course will be the same. When this happens, the educational system of Ontario may rightly be considered almost perfect.—W. H. H., in *Penn. School Journal.*

LOCAL GEOGRAPHY.

Map-drawing cannot be too highly recommended as an important aid in the study of local geography. The effort that the pupil expends in striving to reproduce the map, helps to fix it firmly in his memory, because in order to transfer it to paper he is obliged to look carefully and examine closely. This is most important. The map should be photographed, as it were, in the mind. If you succeed in doing this, your pupils will be independent of map or book. Create in your pupils a desire to have their maps drawn as neatly and correctly as possible. By correctness I do not mean that every indentation and little curve should be reproduced, but a good, firm outline, so that any one looking at it will know what it is intended to represent. In beginning the study of a continent, for instance Asia, for the first lesson require a map of Asia. Do not expect too correct an outline the first effort. Be satisfied when the general outline is good. If a pupil has tried and failed, do not censure, but encourage and aid him, and keep him at it, until he brings to you a pretty fair representation. As the class take up each individual country of Asia, require a map of each, as a part of the daily lesson. In this way the shape and outline are much better remembered, and when they bound orally they feel that they know that of which they are talking. The map is their own. They see it. It is in the mind's eye, and they are not depending on the book. Have your pupils draw from memory. If your class is small, you can send them to the blackboard; if large, the class can use slates.

Suppose the lesson is on Hindostan. Have the children draw on the blackboard or slates an outline of Hindostan, the teacher meanwhile watching their work. Then ask questions, as: "What is the shape of this country?" "What waters surround the peninsular part?" "What body of water east?" "South?" "West?" "What island directly south?" "What natural division of land

forms the northern boundary?" "What are these mountains called?" "From what country do they separate it?" "What is the principal river in Hindostan?" "Draw it on the map, on your slate, and locate Bombay, Calcutta." Or the teacher can call on one member of the class to go to the board and draw, the remainder of the class watching his work and correcting mistakes. The teacher, chalk in hand, may locate the different cities, and as he does so ask the name, and whether it be island or seaport, and why, and, according to the location, what branches of industry the people would probably follow. I think that as much useful, practical, business knowledge should be learned in geography as possible. If your pupils study geography in this way, it will certainly make them more intelligent and thoughtful. If you wish to review your pupils in the countries of Asia, after having finished it, require a map of Asia. The drawing of the map will freshen their knowledge better than studying it, because they will draw it intelligently. It does not take much time. Your pupils can draw all maps at home, save those you ask them to draw from memory in class. A few minutes will suffice for you to criticise and point out the worst mistakes, and to offer such suggestions as you think they need.

It is an utter waste of time, and worse than useless to keep pupils trying to repeat boundaries and locations from memory. Let them remember the map, just as they remember a picture, and they will remember the boundaries, because, when the country is mentioned, they will immediately try to think how it looks and where it is, and the map is immediately before them in the mind, and they see the country and its surroundings. In learning the elementary part of mathematical geography, drawing will be found useful. Children may repeat the definitions for parallels, meridians, zones, and circles forever, but they will not remember any longer than while repeating. But if you have them draw circles, meridians, zones, parallels, diameters, etc., and make them for themselves, they will know and feel conscious of knowing the difference between a parallel and a meridian, a diameter and a circumference.

SILENCE never shows itself to so great an advantage as when it is made to reply to calumny and defamation.

TEACH pupils to read for the *thought*. To this end use the newspapers in the class occasionally. Histories are also excellent reading-books for this purpose.

THE "NEW PRONOUN."

I am somewhat surprised that any educated persons should find any difficulty of the kind you speak of in your notice of the above controversy in your March number. The awkwardness of using pronouns of both genders in the singular in connection with two antecedents of different genders, separated by a disjunctive conjunction, is not unavoidable if the pronouns we have in English be only boldly and properly used. Take the sentence quoted by the writer in the *Atlantic Monthly:* "Let every brother or sister examine himself or herself, and looking into his or her heart find out his or her besetting sin and resolutely cast it from him or her." I admit that this is not only awkward, but outrageously pedantic; and what is the remedy? Not certainly the invention of a new form for which there is no felt necessity, and not the substitution of the plural for the two singular forms, which, as the writer in the *Ohio Educational Monthtly* admits, is condemned by all grammarians and shunned by all good writers and speakers. Substitute the one plural for the two singular forms and how much of the awkwardness disappears? "Let every brother and sister examine themselves, and looking into their heart find out their besetting sin and resolutely cast it from them." Instead of being merely awkward and pedantic, this is utterly and hopelessly objectionable on the ground that it is based on a resort to the use of an admitted solecism, for which, by the way, there is not the slightest necessity, and therefore no justification. The sentence should read, "Let every brother and sister examine himself, and looking into his heart find out his besetting sin and resolutely cast it from him." In English the masculine noun or pronoun is usually the generic term, and as such it includes both sexes; and it is no more awkward or pedantic to use "his" and "him" as above than to say "man is mortal," when we mean to say that women die as well as men. I am very much astonished that any difficulty should ever be felt in the matter, and I hope the teachers of Canada will resolutely oppose any resort to either the invention of a new term or to a solecism in the use of an old one in order to get out of a trouble which exists only in the imagination of those who are imperfectly acquainted with the genius and use of our English tongue.—*Correspondence of the Canada School Journal.*

BEAR with the evil and expect good.

ORIGIN OF UPLAND LAKES.

[The following article will interest all who are familiar with our numerous Wisconsin lakes:]

If not produced by expulsion of matter outward, or sinking of matter inward, these hollows must be the effect of some surface working agent. The sea *planes* away along the coast line, and the material goes to *fill up* ocean hollows; therefore the sea cannot be the agent, and any force in an ocean *current* is clearly out of the question over these scattered *spots*. Streams and rivers work along lines, form ravines and gorges, but never a more or less circular basin of great size in comparison with the stream or river; hence they cannot be the agents. The atmospheric powers — rain, snow, wind and chemical action — weaer the rocks indeed, form tiny basins on almost every stone; but this is but nature's fretwork, the delicate carving around the sculptured, craggy tower or spire and smooth-scooped rocky front. Yet there is one surface agent remaining — the moving glacier. Most people are familiar with the proofs of former glacial action in Cumberland and Wales — proofs as clear as are those of the former greater extension of the Swiss glaciers. Now, by far the greater number of our tarns lie in true rock basins — hollows completely inclosed by rocky sides, which are, moreover, smoothed and grooved in a manner peculiar to ice-action. At the sides of many a tarn and lake you may see the ice grooves and scratches passing beneath the water, so as to leave no doubt whatever that ice has once occupied the rocky hollow. The question is, Did the ice-movement form the hollow? I believe that in most cases it did, and for these reasons: 1. The tarn lies almost invariably in the path of old ice streams or glaciers, as is proved by the direction of the scratches in the surrounding rocks. 2. They *frequently* occur at the foot of slopes more or less steep, or where the ice pressure can be shown to have been great. 3. The position of the deepest points in the larger tarns and lakes occurs almost invariably where, from the confluence of two or more glaciers, or the narrowing of the valley, the ice-pressure must have been somewhat increased. 4. The depth of these tarns is very slight as compared with the thickness of the ice which can be proved to have passed over them. 5. There is every gradation from a tiny, rock-bound pool, glaciated on all sides, and which all will admit must have been scooped out by the ice, to the tarn or lake showing precisely similar phenomena on a larger scale. — *Popular Science Monthly.*

THE LARGEST ISLAND IN THE WORLD. — Immediately north of Australia, and separated from it at Torres Straits by less than a hundred miles of sea, is the largest island on the globe — New Guinea, a country of surpassing interest, whether as regards its natural productions or its human inhabitants, but which remains to this day less known than any accessible portion of the earth's surface. Within the last few years, considerable attention has been attracted toward it by surveys which have completed our knowledge of its outline and dimensions, by the settlement of English missionaries on its southern coasts, by the explorations of several European naturalists, and by the visits of Australian miners attracted by the alleged discovery of gold in the sands of its rivers. From these various sources there has resulted a somewhat sudden increase in our still scanty knowledge of this hitherto unknown land; and we therefore propose to give a general sketch of the island and of the peculiar forms of life that inhabit it, and to discuss briefly some of the interesting promblems connected with its indigenous races.

It has hitherto been the custom of geographers to give the palm to Borneo as the largest island in the world, but this is decidely an error. A careful estimate, founded on the most recent maps, shows that New Guinea is considerably the larger, and must for the future be accorded the first place. In shape, this island differs greatly from Borneo, being irregular and much extended in a north-northwest and south-southeast direction, so that its greatest length is little short of 1500 miles; a distance as great as the whole width of Australia from Adelaide to Port Darwin, or of Europe from London to Constantinople. Its greatest width is 410 miles; and, omitting the great peninsulas which form its two extremities, the central mass is about 700 miles long, with an average width of 320 miles; a country about the size of the Austrian Empire, and with the exception of the course of one large river, an absolute blank upon our maps. — *Popular Science Monthly.*

SCHOOL WORK. — Most of the pupils are young and tractable, and there is no excuse for poor discipline. You must secure and maintain good order; after that your best abilities will be needed to secure good lessons and recitations. Try to instill the idea into the hearts of your pupils that idleness during school hours is a sin and cannot be tolerated, and see to it that younger pupils obtain right ideas concerning their duties. Have a cheerful word and a helping hand for your

dull pupils. Do not allow your pupils read or recite in a low, indistinct tone of voice. Teach independence of thought and promptness and conciseness in recitation. In Arithmetic, turn yourselves into drill masters and train your pupils in accuracy and rapidity in combinations, require a thorough analysis of every step in fractions, and give an abundance of practical work in compound numbers; in the Reading classes, you will have opportunity to train your pupils in not only the meaning and etymology of words, but as to their use in the proper expression of their thoughts; let your questioning be clear and pointed and require well worded answers; in Geography, the teacher must not be confined to the text book, a thorough knowledge of our own section of country is of primary importance, that of other countries important only as it relates to or is compared with ours; in Spelling, never permit a scholar to try twice upon a word; teach the elements of Writing thoroughly, devote some few moments to singing, and do not forget to teach good morals and good manners.

Look about your school room and its surroundings, and see if it is not possible to make some improvements; the yard needs shade trees, the windows need curtains, the floor and seats and walls need cleaning; perhaps you can interest the board in these matters. The interests of a district school are in your hands; it is for you to mould, to mature, to impress the mind, of the pupils under your charge. "To him who really feels that a great work is to be performed, and who has a sincere desire to do it aright; to him who has the true spirit of the teacher, there is nothing to fear. An honest mind, with the requisite industry, is sufficient for these things." — *From Circular by* FRED. W. ISHAM, *Supt. Walworth County.*

RULES FOR HOME EDUCATION. — The following hints are commended to parents:

1. From your children's earliest infancy, inculcate the necessity of instant obedience.

2. Unite firmness with gentleness. Let your children always understand that you mean what you say.

3. Never promise them anything unless you are quite sure you can give them what you say.

4. If you tell a little child to do something, show him how to do it, and see that it is done.

5. Always punish your children for wilfully disobeying you, but never punish them in anger.

6. Never let them perceive that they vex you, or make you lose your self-command.

7. If they give way to petulance or ill temper, wait till they are calm, and then gently reason with them on the impropriety of their conduct.

8. Remember that a little present punishment when the occasion arises is much more effectual than the threatening of a greater punishment should the fault be renewed.

9. Never give your children anything because they cry for it.

10. On no account allow them to do at one time what you have forbidden, under the same circumstances, at another.

11. Teach them that the only sure and easy way to appear good is to be good.

12. Accustom them to make their little recitals with perfect truth.

13. Never allow of tale-bearing.

14. Teach them self-denial, not self-indulgence, of an angry and resentful spirit.

[COMMON SCHOOL GRADUATES.— Pres. Chandler, at a former meeting of the Association, suggested that after finishing a prescribed course of study, the pupils in our common schools should be "graduated," each receiving a suitable diploma. A synopsis or outline of a "graduating plan" devised by Supt. A. L. Wade, of Monongalia county, W. V., is copied below, from Barnes' *Educational Monthly:*]

1. The primary branches are taken up as one course of study for graduation.

2. The time in which each advanced pupil agrees to complete a certain course is fixed.

3. Public examinations of graduating classes are held annually, and diplomas are granted to those who complete prescribed courses.

4. Alumni associations of those who have graduated are formed.

5. An annual catalogue containing the names of all pupils attending school in the county during the year is published. In this catalogue the names of all pupils are placed in their appropriate classes, showing from year to year what advancement has been made.

In all this work there is needed careful and intelligent supervision. The plan is admirable, and if it should be universally adopted it would give our county commissioners and superintendents a definite work to do, and unify our common schools, so that we could point with some show of truth and reason to the common school system of the United States of America.

PICTURES IN THE SCHOOL-ROOM. — "Just as pleasant as could be! Looked like a parlor," were the words of one who had passed through a class-room and given but a glance to its belongings. "It is so dismal in our room," said a scholar to one of her friends; "nothing but desks, chairs, and blackboards; even the maps, old and soiled as they are, would be something to look at; but Miss B. takes them down as soon as geography lesson is over; examples or any kind of scribbling on the blackboards would be less tiresome to see than the empty space; she is so practical as to have every mark rubbed out as soon as it is made." Notice the difference in the two remarks. What do you think caused the rooms to look so unlike each other? Two or even one word would explain it. Pictures — that is the first; flowers — that is the next. Some one has observed, and truly: "Nothing is more melancholy, particularly to a person who has to pass much time in his room, than blank walls and nothing on them; it is such an inexpressible relief to a person engaged in writing, or even reading, on looking up, not to have his line of vision chopped square off by an odious white wall, but to find his soul escaping, as it were, through the frame of an exquisite picture, to other beautiful scenes where the fancy for a moment may revel refreshed and delighted." — *New York School Journal.*

DR. BUSBY, the master of Westminster school, was celebrated for severe discipline; but, though severe, he was not ill-natured. It is said that one day when he was absent from his study, a boy found some plums in his chair, and at once began to eat them, first waggishly saying: "I publish the bans of matrimony between my mouth and these plums. If any here present know just cause or impediment why they should not be united, you are now to declare it or ever after hold your peace." The doctor overheard the proclamation, but said nothing till next morning, when, calling up the boy, he grasped his well-known instrument, saying: "I publish the bans of matrimony between this rod and this boy. If any one knows any just cause or impediment why they should not be united, let him now declare it or ever after hold his peace." The boy himself said: "*I forbid the bans.*" "For what cause?" asked the doctor. "Because," said the boy, "the parties are not agreed." The boy's ready wit pleased the doctor, and the union was indefinitely postponed.

PRAISE the sea, but keep on land.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

EXAMINATIONS — CERTIFICATES.

Q. Can a superintendent grant a private examination to one applicant and refuse it to another?

A. He has a discretion in the matter. The first applicant might have been sick, and absolutely unable to attend any public examination; the second might have had no good reason for not attending one. It is presumed a superintendent will be fair and reasonable in the matter.

Q. Is a certificate valid that is issued on a private examination, and that mostly oral?

A. It is not any less valid because the examination was private, but it continues in force only until the next regular examination The law directs that an examination shall be both written and oral, but does not prescribe the proportion of each, nor that all examinations shall occupy the same amount of time. Some allowance must be made for peculiar exigencies and circumstances; but a superintendent is supposed to be both discreet and conscientious.

Q. May a certificate be dated back, to cover time taught without one?

A. There is no warrant for this. It is an encouragement of neglect and lawlessness. A person wishing to teach should first qualify himself, then obtain a certificate, then a contract, if he can.

Q. May a certificate be annulled for evident incompetency?

A. Of course it may, and for the same reason that it should be refused, if the incompetency is disclosed in examination. If incompetency is charged, an opportunity for re-examination should be allowed, if asked. If apparent to the superintendent himself, in the school room, it should be announced privately to the teacher and a brief respite for a hearing allowed, if asked for.

TEACHERS' CONTRACTS.

Q. Must a teacher's contract be in writing?

A. Must may be understood in two ways. The law does not now say, in words, as it did before the revision, that it "shall be in writing," but that is clearly implied, in the directions that it be filed with

the clerk, and a copy furnished to the teacher. (Section 438.) In order that these directions may be complied with, the contract must be in writing, and both the board and the teacher should see that it is done. But the further question arises: Must the contract be reduced to writing in order to be valid and binding? Statutory provisions, as the lawyers phrase it, are either "directory" or "mandatory." They are directory, when simply directing certain things to be done, as for instance, in this section, 438, that a copy of the teacher's certificate be filed with his contract. They are mandatory when they make certain things absolutely essential to the legality or validity of something else; as when the same section says "*no contract* made with any person not holding a diploma or certificate then authorizing him to teach *shall be valid.*" But the essence of the contract is an agreement, lawfully made, between a lawful board and a qualified teacher. It should by all means be reduced to writing, as the law implies and expects will be done; every consideration of prudence and safety dictates this course. But if not put in writing, no lawful advantage can be taken, by either contracting party, of the neglect. The courts will enforce a parol contract if it is satisfactorily shown to have been made.

Q. Is a teacher's contract, executed on Sunday, valid and binding?

A. Such a contract would not be enforced by the courts.

Q. Can the board let the job of running a graded school to a principal, and he hire the assistants and pay them?

A. No; the board must contract with all teachers employed, and with such only as hold certificates.

MISCELLANEOUS.

Q. What is meant by the statement on p. 35 of the school code, at the bottom, that the proceedings of a district cannot be repealed "after they have been carried into effect, so that rights have been acquired under them?"

A. Suppose the district votes, at annual meeting, to have a male teacher; the board hires one and the school is to commence at such a time. In such a case the teacher has acquired a right to teach the school, and the district cannot now rescind the vote to have a male teacher and vote to have a female, and so deprive him of his right?

Q. A justice of the peace discharged certain young men complained of as distubing a religious meeting, held in a school-house, on the ground that as the board did not grant leave to a "responsible inhab-

itant" to occupy the house, as provided in section 435, the meeting was itself unlawful. But such meetings had been held there, from time to time, the board acquiescing therein, and sometimes attending them, and some of them were present, when the distubance was made. Was the reason for the discharge sufficient?

A. The meeting was a lawful meeting, and entitled to the full protection of the law. The board, by their acquiescence in the use of the house, had made themselves liable for any injury to the property. Those who disturbed the meeting, were liable, under section 4597, and their discharge, for the reason assigned, was unwarrantable.

CORRESPONDENCE.

MESSRS. WHITFORD & PRADT: — Noticing a request in the JOURNAL for April, for some plan to ascertain the per cent. of pupils attending school, I expected to find communications in the May number relating to the subject. Being disappointed, however, and finding the request repeated, I venture to make the following suggestions, which, if not adopted, I hope will call forth criticisms and suggestions from others. I agree with others that a uniform method for obtaining the same is very desirable, and if a plan be agreed upon before making the annual report, I will abide by it whatever it may be.

In finding the rate per cent. of attendance for the whole year, it is evident that the total number enrolled can not be taken as the base, and the average daily attendance as the per centage. Many pupils are enrolled but for a short time, and when withdrawn can no longer be considered as pupils so far as to effect the per centage of attendance, and many are enrolled but a short time before the close of the term, or year; can we consider them as pupils before they are enrolled?

The question to be answered is this:

What per cent. of the number enrolled attend during the time of enrollment?

To find this for the year it is convenient to find the per centages for each month or term, where monthly or termly reports are required of the teachers, and then find the average for the year; but it may also be found for the year provided it be taken from the teachers' register.

I would suggest the following plan:

I. Find the average daily attendance.

II. Find the average daily absence.

III. Average daily attendance, plus average daily absence equals average enrollment.

IV. Average daily attendance multiplied by 100, divided by average enrollment, equals per centage of attendance.

NOTE. In finding the average daily absence, pupils are *not* to be counted before they are enrolled nor after they were withdrawn.

Watertown. C. F. NINMAN.

EDUCATIONAL NEWS.

WE invite the attention of our readers to the following report on the Kindergarden in this country, by the French Commissioners of Education, who visited the Philadelphia Exposition in 1876:

Infant schools, or *salles d'asile*, which in France precede the primary school, form no part of the public school system of the United States. The few infant schools which exist are private establishments, or else free institutions, without legal recognition. Nevertheless, since 1871, Kindergardens on the Froebel plan have been attached to some of the public schools of Boston and St. Louis, and these establishments are every year gaining ground in a quite marked manner in all the States.

The obstacles still encountered by the kindergarden arise partly from American domestic manners, and partly from the prejudice which this German importation arouses in the minds of certain superintendents.

Woman in America is much less employed than she is in France, Belgium, and England, in industrial employments that take her from her household. "Home, Sweet Home" is for the Anglo-Saxon a species of worship *(culte)*, and in this sphere the wife is to maintain order, peace, and happiness, by attending to her husband and children. It is not to be thought of that she should go to a place of employment in the morning and stay there till evening. The hearth must not be cold, nor the house forsaken. And this is the motive that withdraws married women from from public-school teaching. For what would become of her "home," and who would take care of her husband and children, when she was at school — generally considerably removed from her abode?

The Hon. Mr. Wickersham, Superintendent of Pennsylvania, expressed to us his astonishment when he read in the report of M. Greard for 1874-5, that the city of Paris included in its public educational establishment about 25,000 children from two to six years of age. He observed to us that in America the mother was the first instructor of her children, and that generally she taught them to read before sending them to public school.

In the kindergarden exhibits at Philadelphia, we noticed everywhere the application of Froebel's ideas: to interest children while amusing them, to incite and direct their attention, to accustom them to represent or put together objects of their own devising.

But with Americans the practical spirit is too strong for them readily to accept what does not offer an immediate result. One of the objections they urge against the kindergarden is that it does not teach reading, writing and arithmetic (the three R's). Indeed, these institutions are not likely to meet full acceptance in the United States until it shall be shown that the general training they give to very young children will induce rapid school-progress, until it shall be shown that children bring from the kindergarden a certain stock of practical notions. Besides there is the question of expense, and how, as Mr. Harris asks, can $16 be gotten for the education of a child of from 3 to 7 year of age, when this costs only $10 or $12 for a pupil of from 7 to 10 years of age? * * * *

Accordingly, we see that if the kindergarden as an institution of public education has made its way at but a few points in the United States, it is an object of an active advocacy and has the sympathy of eminent educators. The application it has already received tends to free the Froebel system of any too exclusive form, and to adapt it to the wants and genius of the country. This same result we should seek to attain in France, with the view of infusing life into our *salles d'asile*, and awakening the faculties of the child, instead of putting them to sleep by merely mechanical modes of procedure.

THE annual examinations of the State University begin Tuesday, June 10th, and close the following Monday. They promise to be unusually interesting,

and give evidence that the Institution has enjoyed a most prosperous year. The following is the programme of the exercises of the commencement week, which will be held, unless otherwise indicated, in the Assembly Chamber of the State Capitol:

BACCALAUREATE SERMON. — By Pres. Bascom, Sunday, June 15th, at 3: P. M.

CLASS DAY EXERCISES. — Monday, June 16th, at 10 A. M., on University Campus.

ADDRESS BEFORE THE LAW CLASS. — Monday June 16th, at 8 P. M., by Hon. Moses M. Stong.

ALUMNI ORATION AND POEM. — Oration by Arthur Chetlain, Esq., 1870. Poem by Mrs. Clara J. Porter, 1865. Tuesday, June 17th, at 8 P. M.

COMMENCEMENT EXERCISES. — Wednesday, June 18th, at 9 A. M.

PRESIDENT'S RECEPTION. — At President's House, from 8 to 11 P. M.

PROF. W. H. RICHARDSON, principal of the public schools in the Twelfth District, Milwaukee, has the charge of the Primary Section in the Exhibitory Department, during the annual session of the State Teachers' Association, at La Crosse. In a circular he describes the kind of work desired, as follows:

CLASS A. — Work of the first six months, copied by the teachers, designed to show the kind of work done by children before they can write or draw.

CLASS B. — Pupils' work after they have learned to write and draw, designed to show the skill of hand and eye as developed by Kindergarten methods during the first year of school.

Class A will include as far as possible copies of the following:

1. *(a)*, Forms of Beauty; *(b)*, Forms of Life; *(c)*, Forms of knowledge, laid by pupils with blocks, tablets and sticks.
2. Colored designs mounted.
3. Diagrams showing how number, direction, etc., are taught with the above material.

Class B differs from the above in that all work is to be performed by the pupils themselves. It is also more comprehensive and includes:

1. Forms drawn from using blocks, tablets and sticks as patterns.
2. Original forms designed and mounted by pupils.
3. Colored designs formed from folding, cutting and mounting colored paper.
4. Free hand drawing, both copy and design.
5. Language. Written spelling of words learned in connection with talks and plays.
6. Examples showing a knowledge of the various numbers less than ten.

IN a certain county in this State, the spring examinations for certficates brought out the following answers from some of the applicants:

U. S. History — "Gen. Hull was cashiered for surrendering Detroit," "Schuyler Colfax is ex-Governor of Wisconsin." Another states that he was a general in the Confederate Army. We learn from a large number that Benj. Franklin invented electricity; also that he was President of the United States, and did a great deal of good for the public by being in many battles. "The Geneva Award impeached Andrew Johnson." "Principal cause of the War of 1812 was the slavery question." Result — "The battle was won."

Geography — We are told that the capital of Michigan is Little Rock; of Pennsylvania, Petersburg; also, that Wisconsin is twice as large as Australia. "The best route from Fond du Lac to Sydney is through the Arctic Ocean and Behring's Strait.

One would suppose that teachers ought at least to have some knowledge of their own State, but what is our astonishment on learning that Devil's Lake is

in Sioux county; Wausau in Wausau county; Sparta in Sparta county; Green Bay in Green Bay county; New London in Green county; Portage City in Portage county. For the five most important lumbering towns in Wisconsin, Mosinee, Jenny, Kenosha, and Racine are mentioned.

STATE TEACHERS' ASSOCIATION.

The Twenty-Seventh Annual Meeting of the Wisconsin Teachers' Association will be held at La Crosse, Opening Tuesday Evening, July 8, 1879.

PROGRAMME.

TUESDAY EVENING.

LECTURE: Ideal Aims—Rev. G. P. Nichols, D. D., Milwaukee.

WEDNESDAY MORNING.

9:00 o'clock — Opening Exercises. Address of Welcome—Joseph W. Losey, Esq., La Crosse.

President's Address — Business.

Paper — An Educational Problem — Supt. C. W. Roby, La Crosse.

Paper — The Teacher's Duty to Himself — Miss Emily M. B. Felt, Platteville.

WEDNESDAY EVENING.

LECTURE: Relation of the Higher to the Lower Education — Rev. James J. Blaisdell, D. D., Beloit.

SOCIAL BANQUET: Gastronomical and Intellectual.

THURSDAY MORNING.

9:00 o'clock. — Opening Exercises.

Paper — Compulsory Education — Supt. O. B. Wyman, Viroqua.

The Education of the Blind — Mrs. Sarah C. Little, Janesville.

Grammar Profitably Taught — Prof. G. F. Schilling, Delavan.

Paper — The New Education — Henry Sabin, Clinton, Iowa.

THURSDAY AFTERNOON.

Excursion by Steamboat to Winona, Minnesota. Return in the Evening.

FRIDAY MORNING.

9:00 o'clock.— Opening Exercises.

Paper — The Philosophy of History — Rev. A. O. Wright, Fox Lake.

In Memoriam — STEPHEN H. CARPENTER — Pres. W. D. Parker, River Falls.

In Memoriam — Hon. WILLIAM STARR — Supt. W. C. Whitford, Madison.

Reports, election of officers, miscellaneous business.

All papers presented will be open for discussion.

It is expected that the lecture on Tuesday evening will be given at the Baptist Church. The lecture and banquet on Wednesday evening, at Germania Hall. The day sessions of the Association will be held at the High School building, and the collections of the Exhibitory Department of the Association will be exhibited at the High School building.

Hotels at La Crosse will entertain teachers at reduced rates. The rate at the Robbins House and at the International Hotel will be $1.50 per day. Ladies desiring accomodations at private residences, will make application as early as practicable to Supt. C. W. Roby, La Crosse.

Actual members of the Association who pay full fare going to La Crosse, will be entitled to return at one-fifth fare, as usual, during the week of the meetings, as follows:

All Wisconsin railways to Wisconsin stations.

River division of Chicago, Milwaukee & St. Paul R. R. to St. Paul.

Chicago, Clinton, Dubuque, and Minnesota R. R. to Dubuque.

Winona & St. Peter R. R. to Mankato.

Southern Minnesota R. R. to Mankato.

Keokuk and Northern Line Packet Company's boats to Dubuque and to St. Paul.

Diamond Joe Line of Steamers to Dubuque and St. Paul.

By th s arrangement we are enabled to extend a general invitation to Minnesota and Iowa teachers to attend this meeting of the Association, and to assure them of a hearty welcome.

The musical societies of La Crosse will furnish music at the banquet on Wednesday evening. The music at the day sessions will be in charge of Prof. J. J. Cleveland.

W. H. CHANDLER, *President.*
A. A. MILLER, *Secretary.*
JAS. MACALISTER, *Ch'm Ex. Com.*

June 4, 1879.

THE ANNUAL MEETING of the Conductors of the Teachers' Institutes will be held at La Crosse, in the school building of the Second District, July 7th and 8th next.

PROGRAMME.

Monday, July 7th, A. M.

1. 9:00 o'clock. — Organization.
2. 9:10 o'clock. — Institute work: *(a)* Objects — Hon. W. H. Chandler. *(b)* Methods — Prof. Robt. Graham. *(c)* Future Plans — Prof. Albert Salisbury.
3. 10:10 o'clock. — Reading: *(a)* Expression — Prof. J. Q. Emery. *(b)* Phonics — Prof. Albert Salisbury.
4. 11:10 o'clock. — Grammar: *(a)* Forms and Functions of Verbs — Prof. A. F. North. *(b)* Sentential Analysis — Prof. Henry D. Maxson.

AFTERNOON.

5. 2.00 o'clock.—Spelling: *(a)* Word Analysis—Prof. O. S. Westcott. *(b)* Means and Methods to Make Good Spellers—Prof. A. A. Miller.
6. 3:00 o'clock.—Arithmetic: Exposition of the Syllabus—Prof. Jesse B. Thayer.
7. 4:00 o'clock.—The Teachers Instructed in our Institutes—Hon. W. C. Whitford.

EVENING.

8. 8:00 o'clock.—A Course of Study for our Ungraded Schools: *(a)* Adaptation—Supt. J. T. Lunn. *(b)* Introduction—Prof. Robt. Graham.

Tuesday, July 8th, A. M.

9. 9:00 o'clock.—Geographpy: Exposition of the Syllabus—Pres. Duncan McGregor.
10. 10:00 o'clock.—Penmanship—Prof. A. J. Hutton.
11. 10:30 o'clock.—Drawing—Prof. W. S. Johnson.
12. 11:00 o'clock.—United States History and Civil Government: Class Exercise—Prof. George Beck.

AFTERNOON.

13. 2:00 o'clock.—Theory and Practice: *(a)* Organization of the School—Supt. T. C. Richmond. *(b)* Records—Prof. I. N. Stewart.
14. 3:00 o'clock.—Unfinished Discussions.

NOTES.

1. Each exercise of the conductors apointed, except the expositions of the syllabus, the discussion Monday evening, and the class exercise, will be limited to ten minutes. The remainder of each hour will be occupied by general discussion on the topic assigned, and in this all the conductors are expected to participate.

2. The persons appointed to assist the regular conductors in holding the series of Institutes for the summer and fall, are expected to be present and take part in the exercises.

3. All the conductors are requested to be in attendance at the opening of the meeting, Monday morning. It may be necessary for some of them to reach La Crosse at the close of the week previous.

4. One-half of the actual expenses of the conductors in traveling to La Crosse and returning home, and all their expenses in attendance upon the meeting, will be paid by the Board of Regents of Normal Schools.

W. C. WHITFORD,
W. H. CHANDLER,
W. E. SMITH,
Institute Committee.

MADISON, WIS., *May* 22, 1879.

THE NATIONAL EDUCATIONAL ASSOCIATION will be held this year in Philadelphia, July 29–31, under the presidency of John Hancock, of Ohio. The first day, July 29, besides the President's address, a report will be made before the General Association on the High School question, by J. M. Dickinson, of Boston, and an address delivered in the evening on the "Neighborhood as a Starting Point in Education," by Robt. E. Thompson, University of Pennsylvania. The next day, Andrew Rickoff, of Cleveland, will speak of the "Needed Re-Adjustment of Common School Studies," and John D. Philbrick, of Boston, of "Education at Home and Abroad," with discussions following; and in the evening, J. M. Gregory, of the Illinois Industrial University, will speak upon "Technical Education." On Thursday, J. H. Smart, State Superintendent of Indiana, will make a report on "The Best State School System," which will be discussed, and further exercises will follow, not yet announced.

In the Department of Normal Schools, the President, W. F. Phelps, will deliver an address, Pres. Baldwin, of Kirksville, Mo., will discuss "Methods of Professional Instruction in Normal Schools," and Prin. J. C. Gilchrist, of Normal School, Cedar Falls, Iowa, "Professional Degrees for Teachers," and John H. French, of one of the Pennsylvania Normal Schools, "Normal Training," and Prof. Jerome Allen, of Geneseo, N. Y., will tell what the Normal Schools of that State are doing for the Professional Training of Teachers, and Prof. Lewis McLouth, of Ypsilanti, Mich., will present a contribution to the question of "Professional Instruction in our Normal Schools." These papers, followed by discussions, will be read on the three afternoons.

The Department of Industrial Education of which J. D. Runkle, of Boston, is president, will also hold afternoon sessions, and discuss the general subject, including Modelling and Drawing.

The Departments of Higher Instruction and of Elementary Schools will hold sessions, but their programmes have not been announced at this writing.

The Department of Superintendence will have no exercises, as it meets every winter in Washington, but the Spelling Reform Association will be on hand, and the president, Prof. March, will tell about the condition of the Reform in America; E. Jones, of Liverpool, will speak for England; and Prof. Brandt, of the Johns-Hopkins University, for Germany, and other countries in Europe.

See note elsewhere.

THE AMERICAN INSTITUTE OF INSTRUCTION will hold its Fiftieth Annual Meeting at Fayban's White Mountains, July 8–11. Though an organization more especially for teachers and school officers, it welcomes others to its membership. "Any person of good moral character, interested in the subject of education, may become a member by paying a fee of one dollar." This entitles any one attending the meeting to the *low rates* of travel and entertainment provided for. One great attraction is of course the magnificent scenery of the region. An excursion tour is advertised in our last number.

THE shortest answer is doing.

HE is rich that wants nothing.

EDITORIAL.

THE exhibitory department of the State Teachers' Association will undoubtedly be very successful. It will be a most interesting feature of the Annual Session of the Association, at La Crosse, the second week in July. The committee in charge have aimed, as they say in a recent circular "to show the most complete record of Wisconsin school work ever attempted." They have been very industrious in awakening an interest on this subject among the superintendents, the boards of education, and the teachers in all grades of schools. The responses from different portions of the State, show particularly that a large amount of pupils' work will be furnished. Some leading cities have already decided to send materials from all the departments of their public schools. Contributions from the State Normal Schools are expected. We hope that some county superintendents will be able to present a variety of papers from the rural schools under their supervision. The conveniences in the High School building at La Crosse for arranging and exhibiting the articles, are all that could be desired.

SOME of the prominent papers of the State have already opened the discussion on the compulsory education law, which goes into effect the first of next September. It is very desirable that the people should understand its features. We trust that other papers will follow this example. The comments have been, almost without exception, very favorable. The *Marinette Eagle* says: "There is no doubt but that its impartial execution would do much to educate that portion of the rising generation which is growing up in ignorance." We shall publish in the next number of the JOURNAL, an article on the subject from the *Evening Wisconsin*. If public attention is called to the provisions of the law, and its general utility is accepted, we need not fear that it will become a dead letter.

The statistics of our schools last year showed that at least 150,000 children of school age in the State received no public or private instruction. This amounts to nearly one-third of the whole number. Of the children between four and fifteen years of age thirty per cent. were not enrolled in the schools. Of those between fifteen and twenty years of age, almost one-half did not attend the public schools. In our independent cities only fourteen per cent. of the latter class were taught in them. Here we have given in a condensed statement the necessity for some measure compelling the attendance of the children upon those schools where at least an elementary education is so freely offered them.

In Connecticut, in 1872, a law was passed enforcing the attendance upon schools of all childreen between the ages of eight and fourteen. Previous to that year, similar though less compulsory measures had been adopted in that State. The secretary of its Board of Education says in his Annual Report this year: "The fact that nearly ninety-five per cent. of our children are reported as in schools of all kinds, shows that the law for the prevention of illiteracy has worked beneficently, and opened to hundreds the door of the school-house otherwise closed to them forever."

By the last of May, applications for thirty-eight institutes this summer and fall, have been received from the county superintendents. At least fifteen other institutes will be required. These make a larger number than those held at the same time a year ago. One reason for this is that the institutes of last spring were fewer than usual. Another is the growing desire of the teachers in the different counties to receive institute instruction. So far, the month of August is selected as the time for holding at least two-thirds of the next series of institutes. Employment in these institutes will be given to many of our teachers who have heretofore conducted them, and to some others who this year work in them for the first time.

We publish in this number of the *Journal* the programme of the next annual meeting of the conductors of our institutes. A variety of topics is introduced. The plan is to make the exercises bear exclusively upon the work done in our institutes, and cover as much of that work as can be reached in the session of two days. The persons mentioned in the programme have accepted the exercises assigned to them, and will make full preparation therefor before the meeting. Let there be a full attendance of the conductors.

Elsewhere is found the programme of the Annual Meeting of the Wisconsin Teachers' Association. We invite the attention of the teachers, school boards, and superintendents to the exercises indicated. The occasion promises to have the usual interest. The attendance should be very large this year.

We lately examined with much care the new globe designed by Dr. Mac Vicar, of the Pottsdam Normal School, N. Y. It is an elegant piece of apparatus, and is a marvel in the demonstrations it furnishes. After eight years of study this globe was placed recently in the hands of the manufacturers. The central idea is to produce a working model of the earth and the sun, so as to show faithfully their relationship, and at the same time to avoid the frailty and misrepresentations frequently found in apparatus of this kind. The result is a globe so mounted that all the knotty problems in mathematical geography and many in astronomy can be readily solved with surprising accuracy. The illustrations are true to nature, and are therefore clear and forcible. As an example, the rising and setting of the sun on any day can be calculated within two or three minutes. This globe is manufactured by A. H. Andrews & Co., Chicago, and is so substantial that with ordinary care it will last for many years. The latest discoveries and changes in the geography of the earth, are correctly indicated. With this apparatus, an intelligent teacher can instruct and delight his pupils through many weeks of study.

In Eau Claire county there is not a teacher who holds a certificate and desires to teach, that is unemployed.

NEW PUBLICATIONS.

SYLLABUS OF A COURSE OF LECTURES on the Science and Art of Teaching. By Wm. H. Payne, Supt. Public Schools, Adrian. Published by Chas. Humphrey, Adrian (Mich).

The little book of Mr. Payne, on School Supervision, which we noticed some three years ago, led us to expect more from his pen, and to expect something good. The pamphlet before us, though containing but 65 pages, 8vo., presents more matter of a suggestive character than we have ever before seen brought within the same compass. The writer has evidently studied the subject thoroughly, from the stand-point of both theory and practice, and evinces a truly philosophic spirit. We do not know of anything we can more highly recommend, not to the teacher who merely wishes rules to follow, but to him who desires to adopt methods which have a scientific basis; who not only wishes to do good work but to know why he does it, in the manner chosen. To a quick and and fertile mind, the Syllabus may be more stimulating and valuable than if elaborated. To think for himself is the business of the progressive teacher, not merely to appropriate the finished thoughts of others.

SHAKESPEARE'S TRAGEDY OF HAMLET, with Introduction, and Notes Explanatory and Critical; for use in Schools and Classes. By the Rev. Henry N. Hudson, Prof. of English Literature in the School of Oratory, Boston University. Paper, 30 cents. Ginn & Heath, Roston.

The preface to this little volume alone, is worth many times the cost of the whole. We are inclined to regard Mr. Hudson as the greatest of living Shakspearean critics, at least in the English language. To read the immortal bard with such helps as he affords, is to read with a new insight and appreciation. In this publication, besides giving a full account of the source of the play and of the plot, and a most interesting delineation of the characters, in which he seems to us to excel all critics but Coleridge, he has very clearly shown the true nature of Hamlet's madness — that it was real, not feigned; but though real, not entire. In this view he is sustained by the highest modern authority of experts in the treatment of the insane. The notes are clear and instructive, and at the end of the volume are given some most felicitous criticisms. We would especially call the attention of teachers to this edition, as admirably adopted for the school-room. Parents can also place it in the hands of their children, knowing that all objectionable words and phrases are removed.

AMERICAN HEALTH PRIMERS. Edited by W. W. Keen, M. D., Fellow College Physicians, Philadelphia.

It is one of the chief merits of the medical profession in modern times that its members are in the fore-front of every movement to prevent disease. It is due to them that the science of what has been happily called "Preventive Medicine" has its existence. A series of "American Health Primers," prepared by some of our most distinguished physicans, is therefore about to be published by Lindsay & Blakiston, of Philadelphia. They will be under the editorial supervision of Dr. W. W. Keen, and are to appear monthly. The titles of the eleven

announced are "Hearing, and How to Keep it," "Long Life, and How to Reach it," "Sea Air and Sea Bathing," "The Summer and its Diseases," "Eyesight, and How to Care for it," "The Throat and the Voice," "The Winter and its Dangers," "The Mouth and the Teeth," "Our Homes," "The Skin in Health and Disease," and "Brain Work and Overwork." Both teachers and parents will do well to obtain these publications. Price, 30 cents; inflexible cloth, 50 cents.

ON THE PROVINCE AND METHODS OF TEACHING. By James H. Hoose, A. M. Ph. D., Prin. State Nor. School, Cortland, N. Y. Syracuse: Davis, Bardeen & Co.

This compact 16mo. of 376 pages, is a partly theoretical and partly historical treatise on method. It is a "professional study" and not a practical manual. It contains a large amount of matter which is the result of wide reading more than of original thought. Material is thus furnished for others to use. Not the least valuable part of the volume is catalogue of books for teachers, published, and for sale, by the publishers named above.

FIRST PRINCIPLES OF POLITICAL ECONOMY. By Joseph Alden, D. D., LL. D., author of "Science of Government," etc. 115 pages, 16mo. Syracuse: Davis, Bardeen & Co.

Dr. Alden is quite favorably known by his Civil Government and Intellectual Philosophy. This little book is timely, as the signs of the times indicate the need of a wider diffusion of sound ideas of political economy among the masses of the people. Universal suffrage is a dangerous thing if accompanied with general ignorance on this subject, and more must be done through the schools to dispel this ignorance. This, Dr. Alden's book will happily help to do. If somewhat rhetorical in style, it is not more so than might be expected in times like the present.

RECEIVED.

THE NORMAL REGISTER, a Practical Form of Daily Register for Schools. By W. J. Shoup, editor of the Iowa Normal Monthly, and Principal of the 4th Ward School, Dubuque. (This seems to be a very excellent and complete Register.)

MULTUM IN PARVO Music Leaves. For use in Day Classes, Music Classes, and the Home Circle. Philadelphia: John Hood, No. 608, Arch street.

SCHOOL FESTIVAL SONGS, a collection of English and German Trios and Choruses, with accompaniment, for Exhibitions, Commencements, etc. Price, 75 cts. Published by J. Fischer & Bro., New York; sold by Muehlbauer & Behrle, Chicago.

ITINERARY AND PROSPECTUS of Special Vacation Tours in Europe, for 1879, under Thos. W. Bicknell, editor and publisher of the National and New England Journal of Education, and Leve & Alden, Tourist Agents, 271, Broadway, New York.

A HISTORY OF ROME, illustrated with Maps, Plans, and Engravings, by R. F. Leighton, Ph. D. (Lips.), author of Latin Lessons, Greek Lessons, etc. New York: Clark and Maynard.

NOTES.

We hereby thank those who have sent us the October and December numbers for 1876. Missing numbers sent to subscribers so long as we can.

We also thank those who have responded to the little bill of $1.10. After six months, it becomes $1.25. If delayed till the end of the year, $1.50.

Prof. C. W. Butterfield's interesting Historical and Biographical Sketches of the State University are now completed, and about to be issued in book form. We have already copied sketches of all the professors up to the time of the re-organization, and propose next to give a little of the history of the University.

We are indebted to several of the County Superintendents for good lists of subscribers, taken at late institutes, or otherwise. Without any special efforts, considerably over three hundred names have been added to our list since January 1st, which leaves a fair increase after deducting those who have dropped off.

Supt. Lunn, in his address given in this number, speaks with his usual directness and plainness. The trouble is, that the school boards, and beyond them the people, do not feel the need and therefore do not demand the services of trained and competent teachers. In this as in other things, supply is governed by demand.

Mr. Westcott's series of articles have already, we trust, begun to lead some of our readers to a more familiar acquaintance with the wonderful world of insects. Few persons have much idea of the variety, beauty, or even utility of its countless denizens. What can be more gorgeous than a choice case of the *lepidoptera*—butterflies and moths—of which we have a thousand species in this country alone, according to Mr. Packard.

A lady who once taught in this State, writes: "I must indulge myself in speaking of one accomplishment rare among teachers, of which I am proud—abounding health. I have not lost a meal nor a recitation on account of sickness for eight years; and I expect, like Lord Brougham, to go down to posterity in person!"

In Dakota, women can vote at school meetings.

The aggregate educational funds of this State were last year, $4,202,437.73.

Chas. F. Ninman, of Watertown, has been re-elected superintendent of the public schools of that city.

The teachers of Pierce and St. Croix counties held a union meeting, May 24th, in the normal school building, River Falls.

A brief call lately on Col. McMynn, at his academy in Racine, showed us that his rooms are full of students, and that he is enjoying greatly his instruction to them.

The *Palmyra Enterprise* says: "We learn that there are dogs enough listed in one of the school districts in town to defray nearly the expenses of the summer school."

The Janesville high school graduated this spring thirteen students. Their exercises at the close of the winter term, consisting of original essays and orations, were meritorious.

The *Oshkosh Northwestern* says: "The Normal School is flourishing in every particular. Seats are most all filled and many of the old students who were teaching last term, are back again."

A correspondent of the *Grant County Witness* writes: "I attended the teachers' institute at Elk Point, Dakota Territory, a week ago, and thought it very fine. It was conducted by Prof. Salisbury, of the Whitewater Normal School, Wis."

The probabilities are that Rev. E. D. Huntley, of Madison, will be chosen to succeed Rev. Geo. M. Steele, the President of Lawrence University, resigned. The many friends of Mr. Huntley will rejoice at his elevation to this position, which he will fill with great acceptance.

Pres. Bascom, of the State University, delivers the annual sermon before the Young Men's Christian Association of Milton College, during the Commencement week The exercises of the graduating class of this institution, occur on Wednesday forenoon, July 2d.

We enjoyed recently a delighful day's ride with Supt. Isham, of Walworth couty, in visiting some country schools under his jurisdiction. We can commend very highly both the teachers of these schools and the superinten-

dent for the efficient work which they are performing.

THE Alumni of the Whitewater Normal School hold their annual reunion, Friday evening, June 20th, the next day after the commencement exercises of the school.

A brief visit to the high schools of Beloit and Janesville the past month, showed us that they both are in excellent condition. Their work is dissimilar in several points as to methods and studies. Brighter looking and more industrious pupils can rarely be found. Better discipline we have seen nowhere else.

WE are under many obligations to Supt. Somers, of Milwaukee, for his aid in visiting some of the public schools of that city. He cheerfully gave us recently a good portion of his time for two days in calling on some departments of the High School, the Normal School, and three district schools. It would have given us great pleasure to have remained longer in each department visited, and to have inspected the work in the other district schools. We saw enough to know that the character of the instruction and discipline in all these schools is very satisfactory.

A TEACHER visiting Milwaukee will be amply paid in spending a half day at Markham's Academy. The school rooms are not surpassed for convenience, neatness, and good taste. The instruction is direct, thorough, and enthusiastic. The school is divided into two departments—primary and academic. It is well attended. Four teachers are employed.

THE pupils in the intermediate and grammar departments of the Sixth district school of Milwaukee, under the charge of Prof. Jacob Wahl, the Principal, have adopted the beautiful custom of placing upon the walls of their general assembly room, at the death of any member of their classes, a framed tablet, giving his name, age, and position in the school.

ALREADY the high school in Milwaukee has enrolled nearly two hundred pupils, who pursue here a four years' course. At least two hundred other pupils will be ready, in the different grammar schools of the city, to enter this school next fall. The question is where can accommodations be found for them?

WE spent a day last month with Supt. Westcott, of Racine, in visiting his high school and some ward schools in that city. Thoroughness, independence, freedom, and intense thought are the characteristics of the mental operations of the pupils under his charge. More room is still demanded by the public schools of the place.

SUPT. PARSONS, of Richland county, last month requested his teachers to organize the people in their respective districts, on the 17th of May, for the purpose of ornamenting their school grounds with trees and shrubs. This is an excellent movement.

GOVERNOR SMITH has commissioned Hon. Geo. H. Paul, of Milwaukee, as Regent at large of the State University, *vice* Ex-Gov. Washburn appointed Regent for life; L. B. Sale, Esq., of Green Bay, as Regent of the State University from the 6th Congressional District, *vice* Thos. B. Chynoweth, resigned; and Prof. A. O. Wright, of Fox Lake, as Regent of Normal Schools, *vice* Hon. Wm. Starr, deceased.

THE Board of Regents of the Normal Schools have contracted with Mr. Smeed, agent of the Northwestern Heating and Ventilating Company, of Chicago, to put in seven 5,000-pound heaters in the Normal School building at River Falls, and to rebuild or reorganize the ventilating apparatus so as to give an entire change of air in each room every twenty minutes. The work will be done during the summer vacation.

THE State Superintendent has countersigned, in the past year, 26 diplomas of the graduates of the State University, who have since graduating taught successfully the requisite sixteen months in the public schools of the State. He has, also, countersigned in that time 36 certificates and diplomas of the graduates of the State Normal Schools, who have taught successfully a year since graduating. All these diplomas, when thus countersigned, have the force of life certificates. The certificates of graduation received by the Normal pupils, when countersigned, are in force only five years.

SUPT. PARSONS, of Richland county, has inaugurated the system of examining the pupils in the public schools under his charge, when they have completed the common English branches. These pupils in each town of the county are called together and answer in writing or orally such questions as he submits to them. Then a certificate of qualification is issued by him to each pupil passing the examination, showing his standing in each of the branches, and stating that the holder thereof is entitled to enter any town high school in the county without further examination. Mr. Parsons is the first county superintendent, as far as we have learned, who has put into practice this suggestion

contained in the course of study adopted last year for the ungraded schools of the State.

Miss B. M. Clapp, Superintendent of St. Croix county, has granted five first grade certificates, nine second, sixty-six third, and twenty-one for six months; total, one hundred and one, at her spring examinations. Only thirteen of those who received certificates in this county, are not employed in the schools. Forty-four candidates did not pass the examinations.

Mr. S J. M. Putnam, of Janesville, resigned in April his position as Superintendent of the Industrial School for Boys, at Waukesha. The cause assigned is some disagreement between him and the Board of Managers as to the system of conducting the institution. The Waukesha papers refer to his administration as being most efficient. A prominent teacher lately visited the school and speaks of the discipline of the boys as excellent.

We lately visited a German school in this State where the seats, text-books, apparatus, methods of teaching, and recitations are all purely German in style. The teacher was a graduate of a normal school in his own country, and was doing good work. The pupils, as they sat on their long seats, looked very bright. Great earnestness was shown by both teacher and pupils in the class exercises. Particular attention was given to singing and drawing.

Cruel and slanderous reports were extensively circulated, about three months since, in the papers of the State that Prof. Geo. Skewes, of Racine, had induced the death of a boy in his school by a stroke on his head with a ruler. It is a matter of congratulation that a committee of the school board of that city, after a full investigation of the subject, pronounced these reports wholly without foundation. The account of their action was published in a daily paper at Racine.

Prof. Denison, Principal of the Marshall Academy, offered last fall cash prizes to the students of that institution who would pass the best examination, at the close of the winter term, in Arithmetic, Algebra, English Gramamr, United States History, and Civil Government. Seven competitors appeared at the examination, and four of them received the prizes ranging each from $3 to $10. A boy sixteen years of age who is preparing for the State University, won the highest prize. The Professor and his assistant teacher, Miss Terry, are doing here an excellent work.

Prof. E. A. Charlton, formerly President of the Platteville Normal School, has purchased the *Brodhead Independent;* and he assumed the charge of it last month. His superior culture, gentlemanly demeanor, sterling integrity, and strict attention to business not only qualify him, in a high degree, for an editor of a newspaper, but make him a most useful citizen. The *Grant County Witness* says in respect to Prof. Charlton:

Under his charge the school was very prosperous and his leaving is a source of general regret to those who have been associated with him and to the entire community. He came among us as a stranger, but we have learned to esteem him for his sterling worth, his generous liberality, and his scholarly culture. We cordially welcome him to the ranks of the fraternity and commend him to the confidence of those among whom he may make his home.

Supt. Westcott, of Racine, makes the following suggestion in his recent report to the Board of Education of that city:

It is conceded by the most ardent supporters of graded schools that they display special weakness in not adapting themselves to the wants of particular individuals. Pupils often evince special interest and tact in certain lines of schoolwork, while in other directions they are notably deficient. To remedy this difficulty the plan of having an ungraded department in every school building accommodating the usual eight grades of primary and grammar school work, has been a useful one. I would respectfully suggest the consideration of this subject, with a view to establishing an ungraded department in each school of the 2d, 5th, and 6th wards. The teacher of this room should be one of successful experience, and of as broad culture as possible. To adapt one's self to the varying wants of the ungraded pupils of all ages that might here be gathered for individual and special instruction, requires far more skill than to supervise the routine of the well graded department.

The County Superintendent of Rice county, Minn., A. E. Haven, publishes in the Faribault *Democrat*, which he edits, the following account of the Northfield schools, under his jurisdiction:

On Tuesday last it was our pleasure to pass several hours in the Northfield public schools, which are conducted under the superintendency of Prof. B. M. Reynolds, and our visit fully convinced us that the board of education for that city made no mistake when they employed Prof. Reynolds. The Northfield schools have been well conducted for years, and Prof. Reynolds found them in good condition, and his effort has been to keep up and, if possible, elevate the standard of excellence. The graded system is perfect and working wi h the utmost satisfaction. The discipline is admirable, and the class work thorough and efficient. Every class, from the lowest to the highest grade, is well in hand, and all the work is done with an enthusiasm and completeness which must be satisfactory to both pupils and parents. The reviews of Tuesday were like recitations of the day, thorough and satisfactory, and we are confident that the work of

the term will be all that could reasonably be expected.

THE *River Falls Press* gives this item:

The much needed work of improving the Normal School grounds is now being accomplished under the supervision of Mr. J. C. Plumb, horticulturist and landscape gardner, of Milton, Wis. New drives are being laid out and a large amount of tree planting, mainly of evergreens, is now in progress. We are fortunate in having the decoration of the public grounds entrusted to a specialist of taste and experience.

SUPT. AGNES HOSFORD, in her report on the spring examinations in Eau Claire county, says:

There were thirty-three applicants who failed to obtain certificates. Some failed because they are still too young to be entrusted with the care and education of other children. Observation and experience have taught me there is no real kindness in permitting such persons to teach, even if they possess the necessary text-book knowledge. If the experiments of those who too early enter upon unknown duties and assume responsibilities of which they can have no previous conception, do not bring recognized disaster to the schools which they undertake to teach, they do almost invariably produce insufferable conceit in the minds of the young instructor. But the most serious consequences likely to follow the premature assumption of these duties is the dwarfing of all mental development. Too many having once obtained a license to teach, have no higher ambition, and having once taught they are henceforth ashamed to confess ignorance of any subject, hence cannot put themselves in the position of learners. I know there are exceptions. I know some whose circumstances made it necessary for them to begin early the work of teaching, who, yet, have done good work for their schools and for themselves. Still, in my opinion, the persons under eighteen years of age, who possess sufficient stability of mind and maturity of judgment to assume the care of a school are very rare.

THE *Union County Courier*, published at Elk Point, Dakota Territory, contains the following resolution which was adopted by the teachers' institute held at that place, the third week in April, in reference to Prof. Salisbury, who conducted it:

Resolved, That our warmest thanks are hereby tendered, and our lasting obligations are due Prof. Albert Salisbury, of Wisconsin, for his generous spirit and sacrifices in behalf of the teachers of Dakota, as evinced by his long journey to meet with this institute at Elk Point, and for his labor and unceasing efforts to interest, train, and advise in our duties. We extend to him the assurance that we deeply feel his unselfish devotion and disinterested sentiments in this invaluable aid to us, and as the least we can do in response we promise that we shall treasure his teachings and endeavor by them to better advance ourselves as teachers and the interests of education in Dakota. Through him we thank the Normal Regents of Wisconsin for the courtesy and favor which gave us his services. The spirit which prompted this service by him and by the state authorities has been the best inspiration of our session. The able and learned instruction given us, and the high character of all his advice will make his visit memorable with us as individuals, as it will be in the annals of Dakota. We beg that he take with him this expression of our sincere good wishes.

This institute was attended by 82 teachers principally from four counties in the Territory. The same paper speaks of it as of "vast benefit to the teachers" of these counties. It was under the charge of Gen. Beadle, formerly of Boscobel, this State, now the efficient Superintendent of Public Instruction in that Territory.

THIS item is taken from the *Baraboo Republic:*

Some new wrinkle has been added to our educational scheme, whereby principals of high schools are required to have a certificate peculiar to themselves, as we are informed. There are grounds of reason for this. These principals occupy the most important place in the school system, except the President of the University. The interests in their charge are more varied as well as greater than anywhere else in the scale. Again, a broader education is required of them than of any other persons in the profession, with the same exception as before. A professor in the University teaches one subject only, mathematics, or language, or history; but the principal of a high school must be equally educated on all sides, full of all subjects, a cyclopedia. He must be able to turn from mathematics to classics, history, literature, natural science, everything, and be equally ready in all. Let them have a special certificate, and let it be worded to express that they are the best educated body of men in the State.

THE annual meeting of the National Educational Association will be held at Philadelphia, as elsewhere stated, the last of July. The new normal school building has been selected as the place for holding the meeting. The central high school building is only three blocks distant, and may be used for the sessions of the five departments of the association. The Academy of Music, one of the finest and largest rooms in the country, has been secured for two of the evening sessions, and the Association will meet the last afternoon and evening in the permanent exhibition building on the Centennial grounds. At this meeting the President of the United States and the Governors of the adjacent States will be present

The railroads whose lines center in Philadelphia, offer reduced rates of fare to all who attend this meeting. The hotels and boarding houses of the city will furnish accommodations from twenty-five to seventy-five per cent. below the regular charges. Already excursions and visits to places of interest have been planned. All the indications point to the largest and most influential assemblage of

educational people that ever came together in this country, or perhaps in any other.

THE Normal School Department of the public schools of Milwaukee is taught in the school building of the 12th district. It has at present fifteen pupils in attendance. Its work is purely professional. It receives its members from the high school of the city, where they have prosecuted their studies for three years; and it furnishes them only one year's instruction. They are trained in the practice work in the public school held in the same building. The Principal, Miss S. A. Stewart, teaches most thoroughly the principles and methods of school work. The graduates, mostly ladies, are usually employed in the city schools.

SUPT. TRACY, of Rock county, has prepared and published a circular containing a course of study for the ungraded schools of his district. He first gives a programme of the recitations and the times for study; and then he supplies quite full instruction as to the management of the classes in the four grades of each school. He closes with appropriate suggestions to the teachers in using this course of study. All the directions are given in a condensed form, and can be easily understood. This is a work in the right direction, and is really excellent. We trust to hear that all the country schools in Supt. Tracy's district have adopted his scheme. If they do this, no better result has been reached by him in his five years of supervision in that county. Now, if he can follow this plan with special instruction given to his teachers in meetings held monthly or oftener in different parts of the district, he will enable them to put into more effective use all the suggestions of his circular.

REV. J. A. R. ROGERS, of Shawano, a member of the State Board of Visitors at the State University this year, makes the following excellent suggestions after his recent visit to that institution:

First. "The thought has occurred to me that inasmuch as the University stands at the head of the schools of the State, and as the State employs and pays the conductors of teachers' institutes, they might be instructed, or at least requested, to present to the teachers at each institute the claims and advantages of the University, and urge the teachers to do the same to their pupils. In this way the University would be brought to the knowledge of all the young people of the State."

Second. "How would it do to recommend to the Board of University Regents the expenditure of a few hundred dollars for apparatus for the department of languages, in the purchase of photographs of buildings in Greece and Rome, busts, casts, linguistic charts, and a small library of reference books for each of the classical languages?"

SEVERAL teachers have been dismissed lately in California, for getting certificates by fraud.

HON. B. G. NORTHROP is opposed to a National University, and to an extension of the powers of the National Bureau of Education.

DR. L. SAUVEUR holds the fourth session of his Normal School of Languages, for six weeks, in July and August next, at Amherst College, Mass., La Fayette College, Penn., and Wooster University, Ohio. His method is approved by some of the best teachers in this country.

M. BUISSON, the head of the French commission sent to Philadelphia in 1876, to study education at the Centennial Exposition and in this country generally, has been appointed Director of Elementary Education in France. This is the highest appointment in connection with public education.

THE legislature of Kansas enacted a law, about the first of April last, requiring all the school districts in the State, which had not adopted previously to that date a series of textbooks, to make such an adoption within six months, on the penalty of forfeiting their share of the public school fund.

THE average attendance in the Massachusetts public schools last year was 228,447. The number enrolled of school age was 297,202, and 27,404 over the school age attended the public schools. The number of male teachers was 1,115, of female teachers, 7,390. Of the whole number of teachers, 3,060 had attended the normal schools. The average monthly wages of male teachers was $75.64, and of female teachers, $33.01. The entire amount paid to maintain the schools was $5,391,853.60, equal to $17.84 to each person in the state of school age, i. e., from 5 to 15 years old.

IN 1876 a compulsory-education act was passed in the British Parliament, to come into operation gradually, the full working to be delayed until 1881. After that year no child between the ages of ten and fourteen is to be employed in any labor unless he has passed an examination in the "fourth standard," a grade in the London public schools which comprehends a moderately good knowledge of what are called in America common school

branches. "Labor certificates" will be granted to pupils who pass examination in this grade, and it will be unlawful to employ any children within the ages named who have not such certificate. During the year 1879 children that have passed the third standard will be permitted to be hired out to work. The Third standard includes reading, writing, and arithmetic through compound addition and subtraction. The managers of schools will be required to send to the trustees a list of all the children in their charge, and their attendance. This has long been the practice in America. The school boards have power to grant the labor certificates.

SUPT. WICKERSHAM makes the following suggestions to the county and city superintendents of Pennsylvania:

The signs of the times indicate the application of largely increased numbers of persons for teacher's certificates during the current year. They will come to the examinations possessing all degrees of qualification for the work of teaching, very good, good, fair, poor, and very poor. The purpose of this article is to request superintendents to adopt at their examinations such a standard of qualifications as will shut out all applicants except about enough to supply the schools. In this way the schools will be protected from the rush of incompetent teachers, the teachers's profession will be strengthened and elevated, and the educational interests of the public will be greatly subserved. The threatened evil is a swarm of incompetents in our school rooms at very low salaries. If not checked, it will drive the best teachers out of the profession and greatly decrease the efficiency of our schools. The men to guard the school interests thus jeopardized are the superintendents. It is their duty to do it without fear or favor.

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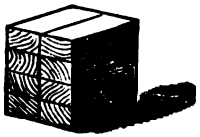

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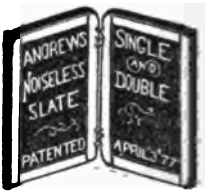

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MADISON, May 10, 1879.

We have on hand 40 Double Seat Folding Lid Desks, with Ink Wells, also, Rear Seats for same, accomodating 88 scholars. These Seats were purchased for "Ladies' Hall" recitation room, have had but little use, and would fit up some district school-room very comfortably. Having no further use for them, they will be sold on reasonable teams for cash.

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Lake Forest, Ill.

WISCONSIN

JOURNAL OF EDUCATION.

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ENTOMOLOGY IN THE COMMON SCHOOLS.—V.

There remain the pentamerous coleoptera. Of these there will be found some scavengers with elytra so greatly shortened that more than one-half of the abdomen is entirely uncovered. This peculiarity of structure will readily separate them from the individuals of every other family. They are called the *Staphylinidæ*.*

There will be found, too, many pentamerous coleoptera which in habit are essentially aquatic. These may be readily known by their having the legs usually fringed with hairs, which render swimming with them a possible accomplishment, and also by the unbroken contour of the body, it being fitted for rapid and easy motion through water. Of these, some are provided with clubbed or clavate antennæ; i. e., with antennæ which either gradually or suddenly are enlarged at the tip. This provision of nature is readily appreciated when attention is called to the fact that the attennæ are regarded as sense-organs of both touch and smell, and that the individuals of this family feed upon decomposing matter. These water scavengers are the *Hydrophilidæ*.†

Other aquatic coleoptera have the antennæ very short, and in fact hardly noticeable, the middle and hind pairs of legs being also much shortened, their movements in the water being governed by their longer forelegs. These constitute the insects that are noticed in the summer whirling about on the surface of quiet ponds and sluggish streams. Their fanciful and constant motions have given them the

* v. Proceedings Phil. Ent. Soc., Vol. IV, p. 39, and Transactions Am. Ent. Soc., Vol. VI, p. 89
† v. Proc. Phil. Acad. Nat. Sci., vol. 7, p. 356.

name of whirlwigs or whirligigs, while their peculiar aroma has led people to call them also apple-bugs. These are the *Gyrinidæ*.*

The remaining water-beetles may be at once distinguished by their thread-like antennæ, and by the length and insertion of the hind pair of legs, they being attached to the body at an unusually long distance below the insertion of the middle pair, so that the space between the middle and posterior legs is sometimes four or five times as great as between the middle and anterior ones. These are the *Dytiscidæ*.†

We find now that some of our land beetles of the pentamerous group have the clubbed anntennæ of the *Hydrophilidæ*, others the filiform antennæ of the Dytiscidæ. The former are plainly land-scavengers. Of these there are many families, many of which are however represented by but few genera and species. All the largest of these insects fall naturally into a family by themselves. They are peculiar in having an exceedingly thin margin to the thorax which is sometimes nearly circular. These insects are sometimes marked with brilliant colors and from their habits have received the name of burying-beetles or sexton-beetles. They are always found in greater or less number in animal matter in the early stages of decay. They are called *Silphidæ*.‡

Others of the land scavengers are extensively found in decaying excrementa of cattle and horses. They are small, hemispherical, black, shining beetles, are quite likely to feign death when disturbed, and though comprising hundreds of species are exceedingly difficult for the inexperienced to classify. The amateur must content himself at first in knowing them as members of the family *Histeridæ*.§

Many of the larger pentamerous coleoptera with clubbed antennæ have the joints of the club leaf-shaped, and so constructed as to be partially separated at the will of the owner. One would naturally suppose that with these insects the sense of smell would be very acute, the joints of the antennæ being thus thrown apart that a greater surface may be presented to the atmosphere. These insects constitute one of the largest families of the order, there being some 7,000 or 8,000 species of this family known to science. The so-called June-bug (*Phyllophaga fusca*, Linn.) may be taken as suggestive of this family, which is called *Scarabaeidæ*.‖

* v. Proc. Phil. Acad. Nat. Sci., Dec. 1, 1868.
† v. Transactions Am. Ent. Soc., Vol. IV., p. 383.
‡ v. Proc. Phil. Acad. Nat. Sci., Feb., 1853.
§ v. Boston Journal of Nat. Hist., Vol. V, p. 32, and Proc. Am. Phil. Soc., Vol, XIII, p. 173.
‖ v. Journal Acad. Nat. Sci. of Philadelphia, 2d series, Vol. III, p. 225.

Other large pentamerous coleoptera have the joints of the club of the antennæ fixed, although somewhat prolonged, the club being, however, rather pectinate than lamellate, as in the previous family. The so-called stag-beetle (*Lucanus elaphus*, Fabr.) is the leading species of the family, which, though not numerous in species, nevertheless embraces within its limits some of our most conspicuous coleoptera. The family takes its name from the leading genus, and is called *Lucanidæ*.

The remaining prominent families of the pentamerous coleoptera, have antennæ which are not specially clubbed. Two or three families which are very rich in number of species, have the antennæ usually serrate, but yet not conspicuously prominent. In repose they are usually snugly received into cavities beneath the body, specially designed for this purpose. The under part of the thorax (the breastbone, so to speak) is prolonged downward to a sharp point. In one of the two families, this point fits into a cavity in the crust of the abdomen, and the arrangement subserves the insect a very useful purpose. His legs are so short that when lying on his back on a smooth surface, he cannot, by their aid alone, succeed in regaining his normal position for locomotive purposes. Therefore, by bringing this spinous process suddenly into the cavity prepared for its reception, the reaction thus induced by the motion communicated to the body, throws him up a few inches from the surface on which he lies, and the chances are at least even that he comes down upon his feet. A lack of success in the first effort is only an inducement to repeat the performance, which is sure in the end to be followed by the desired result. Hence the common name skip-jacks or snapping-beetles for the family known to science as *Elateridæ*.

Another of the families with serrate antennæ is composed of individuals in general shape not differing from the *elateridæ;* that is, they are all much longer than wide, flattened, oval, and usually covered with an integument peculiarly hard. However, the *elateridæ* alone have the power of leaping from a supine position as just indicated, they are usually plain and unpretending in color, and very easily captured. On the contrary, the insects of the other group are exceedingly active in habits, and usually of a glistening metallic color. In fact their ever gorgeous hues have long made them favorites with collectors who have in view the beautiful rather than the utilitarian. They are vegetarians, and hence many are specially the foes of man

who does not hesitate to dispose of all indiscriminately. They are known as the *Buprestidæ*.*

The insects of a third family of this group are devoid of the spinous process to the sternum, and are protected by an unusually soft and flexible pair of elytra. They are the "lightning-bugs" or "fire-flies" in common parlance, notwithstanding that, strictly speaking, they are neither bugs nor flies, but only the family of beetles known as *Lampyridæ*.†

The remaining prominent families of the coleoptera pentamera are but two in number, but one of them is exceedingly prolific in species. Both families may be recognized by the filiform antennæ, and the elongated legs which well fit their owners for pedestrianism. The family by far most numerous in species is composed of individuals which are usually black or dark-brown in color, though occasionally metallic or spotted, the head is carried in a nearly horizontal position, so that the jaws project forward, and the antennæ are inserted somewhat under the sides of the front of the head. These are the *Carabidæ*.‡

The individuals of the remaining family are metallic and brilliant, the elytra are almost invariably ornamented with dots or stripes, or both, the markings being usually white or yellow, the eyes are exceedingly prominent, the head is held vertically, so that the jaws project downward rather than forward, and the antennæ are inserted on the front of the head. This insect constitutes the family *Cicindelidæ*.‖

These last two families are carnivorous in habit, but do not disdain to do scavenger work by removing animal matter which has not yet begun to decay. The *Cicindelidæ* are perhaps a little more fastidious than the Carabidæ. The latter house themselves under stones and loose boards upon the ground, in damp places of all kinds, whence as occasion serves they sally forth for any fitting provender. Many of them, especially those of the genus Calosoma, prey upon living caterpillars, and so far forth should endear themselves to the horticulturalist. The *Cicindelidæ*, on the other hand, are neater. They reside in sandy soils, delight to bask in the sun, and cat-like, spring upon

* v. Trans. Amer. Phil. Soc., Vol. XI, p. 187.

† v. Proc. Acad. Nat. Sci. of Philadelphia, Vol. V.

‡ Monographs of many *genera* of this exceedingly numerous family may be found scattered through the pages of various scientific publications; v. bibliographical memoranda at the close of this article.

‖ v. Trans. Amer. Phil. Soc., Vol. XI, p. 27.

their prey, with regard to which they are too often not so discriminating as always to pass their own kin unmolested. If the Carabidæ are the hyenas, the Cicindelidæ are both cannibals and tigers. Indeed, their ordinary name with the English is tiger-beetles.

It has already been intimated that it is not the design of the author of these papers to write a thorough description of all the families of this extensive order. He could not do it if he would. It is believed that the hints given with regard to these leading families will induce some few to make researches in a to them hitherto unexplored territory, and as aids to any such the following list of desirable works to the student in Coleopterology is appended. It is by no means exhaustive, but is inserted in answer to numerous inquiries in this direction which are constantly received. The judgment of the writer is that these works are desirable pretty nearly in the order in which they appear.

Packard's Guide to the Study of Insects.

Harris's Injurious Insects of Massachusetts.

Le Baron's Fourth Annual Report of the Noxious and Beneficial Insects of the State of Illinois.

Leconte's Classification of the Coleoptera of North America.

Proceedings of the Philadelphia Entomological Society, 6 vols.

Transactions of the American Entomological Society, 6 vols.

Lacordaire's Coléoptères, 12 vols.

This last is the great work on the subject. It comprises some 6,000 octavo pages of closely printed matter, with numerous accompanying cuts.

The Canadian Entomologist, 10 vols.

Then would follow the numerous monographs already referred to which are scattered through the pages of a score or more of scientific publications on both sides of the Atlantic.

For the convenience of those who have none of the literature of the subject, there is also subjoined a brief tabulated statement of the families of Coleoptera, barely touched upon in this series of papers, with the caution, however, that it must be used with a great deal of allowance. By this is meant simply that if the amateur by this table labels an insect as belonging to the family indicated by its conditions, the chances are that he is near a correct determination, though it is obvious, from the number of unmentioned families, that he may easily enough not at once be sure of the family to which his captive scientifically belongs. This difficulty will increase inversely with the size of the insect to be classified.

COLEOPTERA.

1. With three Tarsal joints. TRIMERA. COCCINELLIDÆ.
2. With four Tarsal joints. TETRAMERA.
   A. With head prolonged into a snout. *Curculionidæ.*
   B. With lengthened bodies and long antennæ. *Cerambycidæ.*
   C. With short oval bodies, antennæ not lengthened, colors brilliant. *Chrysomelidæ.*
3. With four joints to the hind *tarsi*, but with five joints to the fore and middle *tarsi*. HETEROMERA.
   A. With neck; body soft. *Meloidæ.*
   B. Without neck; body hard; colors black or brown. *Tenebrionidæ.*
4. With five Tarsal joints. PENTAMERA.
   A. Aquatic insects.
      a. Antennæ clavate. *Hydrophilidæ.*
      b. Antennæ very short, fore-legs longest. *Gyrinidæ.*
      c. Antennæ filiform, hind-legs longest. *Dytiscidæ.*
   B. Terrestrial insects.
      a. Elytra very short. *Staphylinidæ.*
      b. Antennæ clavate.
         a. Large. Thorax broadened; margin thin. *Silphidæ.*
         b. Small. Black. *Histeridæ.*
      c. Antennæ lamellate. *Scarabœidæ.*
      d. Antennæ pectinate. *Lucanidæ.*
      e. Antennæ serrate.
         a. Thorax, with movable spine. *Elateridæ.*
         b. Thorax, with immovable spine. *Buprestidæ.*
         c. No spine; elytra flexible. *Lampyridæ.*
      f. Antennæ filiform.
         a. Head not vertical; antennæ under sides of front. Color usually plain. *Carabidæ.*
         b. Head vertical; antennæ on front. Color brilliant. *Cicindelidæ.*

O. S. WESTCOTT.

[TO BE CONTINUED.]

MAKE no noisy assertions of authority, and do not threaten. Be quiet, but firm; be dignified, but not distant. Let pupils feel that your friendship is desirable. Talk little, but do what you say you will.

ENGLISH LANGUAGE.

Whatever else may or may not be taught, it evidently is the business of our common schools to teach the English Language.

CRITICISM.

By teaching the language we mean, first, correcting such expressions of the scholar as are clearly ungrammatical. This is of great mportance, and success can be achieved only by the most unceasing watchfulness and a determined purpose.

The correction must immediately follow the offense; no matter how important may be the work engaging the attention of the teacher and scholar it cannot be of greater importance than is the correction of the error. The teacher should be very careful that the correction be neither sneering nor sarcastic, but simply business-like, making no more of it than of a mistake in addition, unless, as is rarely the case,— the scholar is utterly careless and needs discipline, when it should be administered in whatever form may promise best results A spirit of kindly criticism should be encouraged in the school room. Sometimes this may be fostered by the appointment of a committee of three or more scholars whose duty it shall be to note all questionable expressions, occurring on such days as may be indicated by the teacher, and present them to the school for criticism.

Doubtless the best results will follow from the work of such a committee if the rest ot the school are ignorant of the days for which they are to report.

It is of the utmost importance that the teacher should habitually and impulsively use correct language, because this is an influence stronger almost than any other, especially with younger scholars, and we hesitate not to say that this qualification should be regarded as of almost the first importance in a teacher of a primary or an intermediate room.

ANALYSIS.

Most people are very careless readers. The eye glides over the page, perhaps the voice pronounces the words, but the full meaning of the language is not comprehended.

If the geologist were to observe the rocks as carelessly as most people look at language, the science of geology would make very slow progress.

The same close analysis and careful attention so necessary in scientific pursuits, give very excellent results when applied to the language

of good prose or poetry. It is mainly this work which makes the drill in reading of such superlative importance in our schools. It is valuable not only because of the value of the parts developed by such analysis, and because of the clearer mental visions obtained, but because of the excellent drill in definition and oral expression together with the stimulus for the imagination.

Doubtless we can explain what we mean by such analysis, in no clearer or briefer way than by a scrap of a class exercise.

From a poem entitled "The Western World," by Bryant:

> "And when his willing waves yon bright blue bay
> Sends up, to kiss his decorated brim,
> And cradles, in soft embrace, the gay
> Young group of grassy islands born of him,
> And, crowding nigh, or in the distance dim,
> Lifts the white throng of sails, that bear or bring
> The commerce of the world;—with tawny limb
> And belt and beads in sunlight glistening,
> The savage urges his skiff like wild bird on the wing."

Questions:— What is the main assertion of the stanza? Which is more important, this fact asserted or the picturing of previous lines? Decorated with what? What fitness in the use of the word cradles? "of grassy islands born of him?" What parts justify this expression, and to what word does the pronoun "him," refer? What word does "crowding" describe? What is the subject of "lifts," "bear or bring?" Note the difference in application. Is there any line which indicates what place is referred to? What is the meaning of the word "tawny?" Give other phases in which the word is used. To what quality does—"like wild bird on the wing"—refer?

CORRECT WRITING — COMPOSITION.

For this purpose the simplest means must be employed at first, but nowhere can carelessness be pardoned. After the little boy or girl has learned to print, he may begin to acquire the art of expressing his thoughts on paper. At first, the ideas, simple as they are, must be furnished the child by the teacher, but every sentence should be scrutinized to see if capitals and periods are properly placed. Further on an abstract of the daily reading lesson may be made from memory, with always the same patient, careful oversight on the part of the teacher. As he advances in his course, incidents may be read to him to be reproduced in his own language, until when he reaches the high school, it should be a matter of no difficulty whatever to express his ideas in clear, grammatical English, with capitals and marks of punctuation correctly used.

Exercises in transposition, from poetry to prose, will also be found most helpful in many ways. It is, perhaps, the most easily managed of any exercise in composition. It is clear, definite work, fairly adapted to almost every kind of ability, so easy that it may be accomplished by the dullest scholar, and yet affording full scope for the keenest thought and most skillful effort of any one. Before the scholar can transpose a piece he must thoroughly understand it; and so by this exercise, the teacher may easily get a reliable report of the ideas which the scholar has gained from his reading.

The kind of transposition may be varied, but perhaps the best results will usually be obtained by directing the scholar to eliminate the rhyme and the meter, and put synonyms in place of words which can be changed without losing the idea which the author intended to convey, thus making it good prose. Original ideas may be added as the time and ability of the scholar permits.

In these ways a great end is attained by no spasmodic effort, no violent straining, but by daily persistent exercise, so slight as to be felt as no burden by either teacher or scholar. And surely it is a great and important thing that our children know how to use this mighty instrument of their mother tongue so as to convey their thoughts most clearly and forcibly. A. R. SPRAGUE.

Evansville.

SELECTED.

EDUCATION AS A SCIENCE.

Now, for the success of the school-master's work, the first and central fact is the plastic property of the mind itself. On this depends the acquisition not simply of knowledge, but of everything that can be called an acquisition. The most patent display of the property consists in memory for knowledge imparted. In this view the leading inquiry in the art of Education is how to strengthen memory. We are therefore led to take account of the several mental aptitudes that either directly or indirectly enter into the retentive function. In other words, we must draw upon the science of the human mind for whatever that science contains respecting the conditions of memory.

Although memory, acquisition, retentiveness, depends mainly on one unique quality of the intellect, which accordingly demands to be

scrutinized with the utmost care, there are various other properties, intellectual and emotional, which aid in the general result, and to each of these regard must be had, in a Science of Education.

I thus propose to remove from the Science of Education matters belonging to much wider departments of human conduct, and to concentrate the view upon what exclusively pertains to Education — the means of building up of human beings. The communication of knowledge is the ready type of the process, but the training operation enters into parts of the mind not intellectual — the activities and the emotions; the same forces, however, being at work.

Mind starts from Discrimination. The consciousness of difference is the begining of intellectual exercise. To encounter a new impression is be aware of change; if the heat of a room increases ten degrees, we are awakened to the circumstance by a change of feeling; if we have no change of feeling, no altered consciousness, the outward fact is lost upon us; we take no notice of it, we are said not to know it.

Our intelligence is, therefore, absolutely limited by our power of discrimination. The other functions of intellect, rententive power for example, are not called into play, until we have first discriminated a number of things. If we did not originally feel the difference between light and dark, black and white, red and yellow, there would be no visible scenes for us to remember; with the amplest endowment of retentiveness, the outer world could not enter into our recollection; the blank of sensation is a blank of memory.

Yet further. The minuteness or delicacy of the feeling of difference is the measure of the variety and multitude of our primary impressions, and, therefore, of our stored up recollections. He that hears only twelve discriminated notes on the musical scale, has his remembrance of sounds bounded by these; he that feels a hundred sensible differences, has his ideas or recollections of sounds multiplied in the same proportion. The retentive power works us to the height of the discriminative power; it can do no more.

This (the retentive faculty), is the faculty that most of all concerns us in the work of Education. On it rests the possibilty of mental growths; in other words, capabilities not given by nature.

Every impression made upon us, if sufficient to awaken consciousness at the time, has a certain permanence; it can persist if the original cerses to work; and it can be restored rfterwards as an idea or remembered impression. The bursting out of a flame arouses our at-

tention, gives a strong visible impression, and becomes an idea or deposit of memory. The flame is thought of afterwards without actually seen.

It is not often thas one single occurence leaves a permanent and recoverable idea; usually, we need several repetitions for the purpcse. The process of fixing the impression occupies a certain length of time; either we must prolong the first shock, or renew it on several successive occasions. This is the first law of Memory, Retention, or Acquisition: "Practice makes perfection;" "Exercise is the means of strengthening a faculty;" and so forth The good old rule of the schoolmaster is simply to make the pupil repeat, rehearse, or persist at, a lesson until it is learnt.

All improvement in the art of teaching depends on the attention that we give to the various circumstances that facilitate acquirement, or lessen the number of repetitions for a given effect. Much is possible in the way of economizing the plastic power of the human system; and when we have pushed this economy to the utmost, we have made perfect the Art of Education in one leading department. It is thus necessary that the consideration of all the known conditions that favor or impede the plastic growth of the system should be searching and minute.

Although some philosophers have taught that all minds are nearly equal in regard to facility of acquirement, a schoolmaster that would say so must be the very rudest type. The inequality of different minds in imbibing lessons, under the very same circumstances, is a glaring fact, and is one of the obstacles encountered in teach numbers together, that is, classes. It is a difficulty that needs a great deal of practical tact or management, and is not met by any educational theory.

The different kinds of acquirements vary in minor circumstances, which call for notice after we have exhausted the general or pervading conditions. The greatest contrast is between what belongs to the Feelings and the Will. The more strictly Intellectual department comprises Mechanical Art, Language, the Sensible World, the Sciences, Fine Art; each having its specialities.

The one circumstance that sums up all of the mental aids to plasticity is Concentration. A certain expenditure of nervous power is involved in every adhesion, every act of impressing the memory, every communicated bias; and the more the better. This supposes, however, that we should withdraw the forces, for the time, from every

other competing exercise; and especially, that we should redeem all wasting expenditure for the purpose in view.

Coming now to the influences of concentration, we assign the first place to intrinsic charm, or *pleasure in the act* itself. The law of the Will, on its side of greatest potency, is — that pleasure sustains the movement that brings it. The whole force of the mind at the moment goes with the pleasure giving exercise. The harvest of immediate pleasure stimulates our most intense exertions, if exertion serves to prolong the blessing. So it is with the deepening of an impression, the confirming of a bent or bias, the associating of a couple or sequence of acts; a coinciding burst of joy awakens the attention, and thus leads to an enduring stamp on the mental framework.

The engraining efficiency and pleasurable motive requires not only that we should not be carried off into an accustomed routine of voluntary activities, such as to give to the forces another direction, as when we pace to and fro in a flower garden; but also that the pleasure should not be intense and tumultuous. The law of the mutual exclusion of great pleasure and great intellectual exertion forbids the employment of too much excitement of any kind, when we aim at the most exacting of all mental results — the forming of new adhesive growths. A gentle pleasure that for the time contents us, there being no great temptation at hand, is the best foster mother of our efforts at learning. Still better, if it be a growing pleasure; *a small beginning, with steady increase*, never too absorbing, is the best of all stimulants to mental power. In order to have a yet wider compass of stimulation, without objectionable extremes, we might begin on the negative side, that is, in pain or privation, to be gradually remitted in the course of the studious exercise giving place at last to the exhilaration of a waxing pleasure. All the great teachers, from Socrates downwards, seem to recognize the necessity of putting the learner into a state of pain to begin with; a fact that we are by no means to exult over, although we may have to admit the truth that is in it. The influence of pain, however, takes a wider range than is here supposed, as will be seen under our next head.

A moderate exhilaration and cheerfulness growing out of the act of learning itself is certainly the most genial, the most effectual means of cementing the unions that we desire to form in the mind. This is meant when we speak of the learner having a taste for his pursuit, having the *heart* in it, learning *con amore*. The fact is perfectly well known; the error, in connection with it, lies in dictating or enjoining

this state of mind on everybody in every situation, as if it could be commanded by a wish, or as if it were not itself an expensive endowment. The brain cannot yield an exceptional pleasure without charging for it.

Next to pleasure in the actual, as a concentrating motive, is pleasure in *prospect*, the learning of what is to bring us some future gratification. The stimulus has the inferiority attaching to the idea of pleasure as compared with the reality. Still it may be of various degrees, and may rise to a considerable pitch of force. Parents often reward their children with coins for success in their lessons; the conception of the pleasure in this case is nearly equal to a present tremor of sense-delight. On the other hand, the promises of fortune and distinction, after a long interval of years, have seldom much influence in concentrating the mind towards a particular study.

Let us now view the operation of Pain. By the law of the will, pain makes us recoil from the thing that causes it. A painful study repels us, just as an agreeable one attracts and detains us. The only way that pain can operate is when it is attached to neglect, or to departure from the prescribed subject; we then find pleasure, by comparison, in sticking to our task. This is the theory of punishing the want of application. It is in every way inferior to the other motives; and this inferiority should be always kept in view in employing it, as indeed every teacher must often do with the generality of scholars. Pain is a waste of brain-power; while the work of the learner needs the very highest form of this power. Punishment works at a heavy percentage of deduction, which is still greater as it passes into the well-defined form of terror. Everyone has experienced cases where severity has rendered a pupil utterly incapable of the work prescribed.

We are to place the pupil as nearly as may be in the track of the first discoverer, and thus impart the stimulus of invention, with the accompanying outburst of self-gratulation and triumph. This bold fiction is sometimes put forward as one of the regular arts of the teacher; but I should prefer to consider it as an extraordinary device, admissible only on special occasions.

It is an obvious defect in teaching to keep continually lecturing pupils, without asking them in turn to reproduce and apply what is said. This is no doubt a sin against the pupil's self-activity, but rather in the manner in the fact. Listening and imbibing constitutes a mode of activity; only it may be overdone in being out of proportion to the other exercises requisite for fixing our knowledge. When

these other activities are fairly plied, the pupil may have a certain complacent satisfaction in his or her own efficiency as a learner, and this is a fair and legitimate reward to an apt pupil. It does not assume any independent self-sufficiency; it merely supposes an adequate comprehension and a faithful reproduction of the knowledge communicated. The praise or approbation of the master, and of others interested, is a superadded reward.

Notwithstanding, there still remains, if we could command it, a tenfold power in the feeling of origination, invention, or creation; but as this can hardly ever be actual, the suggestion is to give it in fiction or imagination. Now, it is one of the delicate arts of an accomplished instructor, to lay before the pupils a set of facts pointing to a conclusion, and to leave them to draw the conclusion for themselves. Exactly to hit the mean between a leap too small to have any merit, and one too wide for the ordinary pupil, is a fine adjustment and a great success. — From *Bain's Education as a Science*, published by D. Appleton & Co.

THE PRICE OF INTELLECTUAL LABOR.

No one, considering the question as a general truth, will deny that the mind is of higher rank than the body, or that the brain, the organ and exponent of the intellect, is a more costly and perfect instrument than the muscles and sinews. Again, few will object to the statement that brain work has profited mankind vastly more than muscle work. Notwithstanding this admission of the truth of the abstract proposition, that the products of intellectual labor are of more value than the results of mere physical exertion, many, very many persons, when they become the employers and paymasters of brain-workers, easily forget to make practical application of their admissions. They are apt to estimate the amount and value of brain exertion by the amount of physical exertion involved. This tendency is easily explained, for manual labor is something visible and tangible, while the work of the brain is invisible, and cannot be made known to others without some physical and muscular exertion, which latter, the mere expression of the previous brain-work, is very commonly taken to be the whole work performed.

How many persons estimate the labor of the preacher by the time consumed in delivering his sermon; that of the lawyer by the time he is occupied in addressing the jury, and that of the teacher by the num-

ber of hours he spends in the class room. They forget that such time is occupied only in expressing and applying results attained by many hours and days of previous labor.

Then again, many forget that in most cases where intellectual work, especially that of an expert is called for, a long and costly course of special preparation and training is needed to fit one for such work. This training is costly in the time consumed by it, when no money returns are made. It is costly in the expenditure of brain power involved in prolonged study; and lastly, it is costly in the actual money outlay required. In estimating, then, the money value of any piece of intellectual work, all this must be taken into account. How unjust then it is, simply to estimate the time employed by one in using the hand, the tongue, or the pen, to make known the acquired results.

This mode of estimating the value of brain-work eliminates its very essence, and reduces it to mere mechanical tread-mill work. What sort of a teacher would he make who confines himself to class work, and does not seek aid and information from books, periodicals, and intellectual companionship? He would be matching the spontaneous workings of his single brain against the united brains of the rest of the world. No, in every intellectual profession far more time should be spent in study and preparation than in the using and applying of information and training.

Few who are not physiologists know how exhausting brain-work is, and how much more severely it taxes a man's powers than muscle-work. Severe sustained intellectual work is far harder work than any muscular exertion. Does any bodily labor blanch the cheek, dim the eye, shatter the nerves, palsy, and finally destroy mind and body? All this is constantly done by uncontrolled brain-work.

There is another mistake arising from this material view of brain-work, against which we are contending, and that is the tendency to regard it as mere merchandise. The safest rule for the employment of all skilled labor is to pay generously for it. This is especially applicable to the brain-work, which is the highest form of skilled labor. The making mere merchandise of brain-work, which is done when the lowest possible price is paid for it which circumstances will permit, is the worst possible rule to go by, on many accounts. The employer cannot expect to retain his worker a moment longer than he is compelled to remain with him, and permanence is worth more in brain-work than in any other form of labor. Besides, the working brain is not a finished product, like a bolt of cloth. It is a machine

ever capable of improvement, and ever improving, when circumstances are favorable. The sums paid for its labor are not simply the measure of the value of completed work, but they enter as factors in the improvement and perfecting of the working agent.

No employer of brain labor can attain the highest results of such labor by niggard treatment. The devising of additional ways and means of gaining daily bread, is not promotive of the best results in any intellectual occupation.

Then, too, the worker is tempted to repay in kind, and to make the smallest possible exertion, where the payment is the smallest possible.

There is still another injurious result arising from a stingy mercantile view of intellectual labor. Many men can be found who, while claiming to be advocates of popular education, base their advocacy on very narrow and selfish grounds. They make it a matter of dollars and cents, and would educate the masses only so far as to render them harmless as animals, and efficient as working machines. A certain degree of education is, in their view, necessary, in order that the workers may not, in consequence of total ignorance, be easily led by unscrupulous agitators into deeds of violence, directed against the person or property of the wealthy. Yet the imparting of information and intellectual training must not be carried far enough to render the masses dissatisfied with their lot as "hewers of wood and drawers of water."

Now this may do for the "effete monarchies of Europe," but not for America. When a nation is ruled by its masses, the true policy is to make those masses as intelligent as possible. The civilization and power of a nation is mainly dependent upon the amount of brain-power that it can command, and we may safely estimate its standing in these respects by the esteem in which it holds its brain-workers, and by the rewards and privileges which it confers upon them.—*West Virginia Journal of Education.*

A SMALL boy in Belfast, Me., whose deportment at school had always ranked 100 per cent., came home one day recently with his standing reduced to 98. "What have you been doing, my son?" asked the mother. "Been doing," replied the young hopeful, "been doing just as I have all along, only the teacher caught me this time."

LITTLE wealth little care.

THE offender never pardons.

SKETCHES OF THE UNIVERSITY OF WISCONSIN.—X.

[We begin this month the re-publication of a few paragraphs by Mr. Butterfield on the History of the University.]

NATURE OF THE INSTITUTION.

The University of Wisconsin is, in all respects, a state institution. The constitution declares that "provision shall be made by law for the establishment of a state university, at or near the seat of state government." Its organization, therefore, was imperative, and was effected by virtue of legislative enactments. Having accepted donations from the general government and from individuals, and by reason of its own appropriations, the state is fully committed to its support. The object of the University is, as declared by the act of its organization, to provide the inhabitants of Wisconsin with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts. Its government is vested in a board of regents. The institution embraces a college of arts, a college of letters, and a law school. No religious tenets or opinions are required of any person connected with it, either as teacher or scholar. It is open to pupils of both sexes, and the tuition is free to all residents of the state. It has excellent buildings, is liberally endowed, and well patronized. What has been the development and growth of the University, and what has been accomplished in a literary, scientific, or educational way, by those formerly connected with it as chancellors, presidents, or professors, and by those constituting the present faculty, it is the object of these sketches to record.

BEGINNINGS OF THE INSTITUTION.

"I recommend," said Henry Dodge, governor of the territory of Wisconsin, in his message, which was delivered October 26, 1836, to the first legislative assembly, then convened at Belmont, "I recommend the propriety of asking from congress a donation of one township of land, to be sold and the proceeds of the sale placed under the direction of the legislative assembly of this territory, for the establishment of an academy for the education of youth; the institution to be governed by such laws and regulations, and to be erected at such place as the legislative assembly may designate." "It is a duty we owe to the rising generation," continued the governor, "to endeavor to devise means to improve the condition of those that are to succeed us; the

permanence of our institutions must depend upon the intelligence of the great mass of the people." This was the first official action looking to the establishment of an institution of learning, by governmental aid, upon territory now constituting the state of Wisconsin. Whether the governor had in his mind in this "academy for the education of the youth," the establishing of an institution of the high grade of a college or university is not altogether certain. His suggestion to memorialize congress was not acted upon. However, an act was passed which was approved December 8, 1836, to establish "at Belmont, in the county of Iowa, a university for the purpose of educating youth, the style, name, and title whereof" was "the Wisconsin University," —the institution to be under the management, direction, and government of twenty-one trustees, of whom the governor of the territory, for the time being, was, by virtue of his office, to be one. But even so large a body was insufficient to breathe into "the Wisconsin University" the breath of life; and its organization was never effected.

At the second session of the legislative assembly of the territory, held at Burlington, in what is now the state of Iowa, an act was passed, which was approved December 13, 1837, "to establish the Wisconsin University of Green Bay." This, like its predecessor at Belmont, never existed but in name, notwithstanding its corporate designation was changed the next year, to that of the "Hobart University of Green Bay." Following closely upon the act of 1837 incorporating the Green Bay institution was one approved January 19, 1838, establishing "the University of the Territory of Wisconsin," at or near Madison, the seat of government. This institution was placed under the control of a board of visitors not exceeding twenty-one in number, of whom the governor and the secretary of the territory, the judges of the supreme court, and the president of the University, were to be members. As if determined that the institution should survive, it was declared that whenever the word "territory" occurred in the body of the law it should read "state," after the territory became one. On the same day of the approval of this act by the governor, a joint resolution passed the legislative assembly, directing the territorial delegate in congress to ask of that body an appropriation in money, for the University, of twenty thousand dollars for the erection of buildings, and also an appropriation of two townships of vacant lands for its endowment, to be located east of the Mississippi river. The money asked for was not given; but the general government, by a law approved June 12, thereafter, authorized the secretary of the treasury of the United States to

set apart and reserve from sale, out of any of the public lands within the territory, to which the Indian title was then or might thereafter be extinguished, and not otherwise appropriated, a quantity of land not exceeding two entire townships—forty-six thousand and eighty acres—for the use and support of a university; what institution was to be the recipient of this donation, congress did not declare. However, steps were soon taken to induce the legislative assembly of the territory to appropriate these lands "for the benefit of the university of the territory of Wisconsin, to be located at or near Madison, in the county of Dane;" but they were never so appropriated while Wisconsin remained a territory, and immediately after the admission of the state into the union, the act incorporating the "University of the territory of Wisconsin," was repealed by the same law that established the present institution—the law approved July 26, 1848, revised and re-enacted in 1849. When, therefore, provision had been made by law for the establishment of a state university, as provided in the constitution of Wisconsin, then, by the fundamental law of the state, the proceeds of all lands that had been or might be granted by the United States to the state for the support of an institution of the kind, were to be set apart as a perpetual fund, the interest of which should be appropriated for that purpose. The University of Wisconsin was thus to be established and made secure of an endowment.—*From Sketches of the University of Wisconsin, Historical and Biographical, by* C. W. BUTTERFIELD.

SCHOOL BUILDINGS.

[The following Paper, a part of which only we print this month, was prepared by Prof. THOS. W. CHITTENDEN, Supt. of Schools in Grand Rapids, for the last Annual Report of the State Board of Health. We omit some introductory paragraphs. Prof. CHITTENDEN says of the Paper, "It is offered by no means as an exhaustive discussion of the requirements of an ideal school building, but to call attention to the many defects existing in a fearfully large number of the school houses of the state, if not in all. Material has been taken from articles published in the London Lancet, Pall Mall Gazette, Medical and Surgical Reporter, Medical Record, Sanitarian, Proceedings of American Social Science Association, and kindred sources of information."]

In order to take up our subject with some approach to system, let us consider what a school building and its surroundings should be, after doing which we shall be in a better position to determine how many of our existing school houses possess all the requisites of a perfect sanitary condition. Let us first look for a suitable

SITE.

It should be elevated rather than low. Dampness of soil should condemn any site, however advantageous it may seem in other respects. The neighborhood of railroads, railroad stations and manufactories should be carefully avoided, as also should any proximity to hotels, "saloons" and places of similar character. The bank of a stream or a body of water is also an undesirable location. It is perhaps not too much to say that every school superintendent in Wisconsin can point to instances within his own jurisdiction in which one or more of the above named objectionable surroundings may be found. Here, the school house is placed in a low damp spot, generously given to the district for the purpose, because its former owner could dispose of it in no other way, and found that the annual tax upon it amounted to more than the land was worth to him. There we find the school planted upon a corner cut off from a farm by a railroad, or upon the bank of some large stream; again, a large and noisy factory stands directly opposite, with a hotel upon one side and a "saloon" on the other. Now, whatever inducement may be offered, whatever advantage may seem to accrue, a district board may be assured that the selection of any such situation for a school house will prove in the end the worst possible economy.

THE SCHOOL YARD

should contain an area of not less than forty square feet for each scholar; it should be so high that it can never be overflowed by the heaviest rains, enclosed by a substantial fence with proper cattle guards at the entrances, and should be thoroughly drained. Shade trees are desirable, but they should not be placed too close to the building.

A considerable difference of opinion exists as to whether a school yard should be paved or not;* in our own opinion, paved or planked walks should lead from the gates to the main entrances of the building, while the parts of the yard used for recreation should be left unpaved as a matter of safety; boys will play roughly, wrestle, box, emulate the performers of the last circus, etc., and a fall upon unpaved ground is attended with less danger of sprains and broken bones than a fall upon stone pavements or even upon plank.

Separate yards should be provided for boys and girls, and a special enclosure for the use of the primary scholars is eminently desirable, especially when the intermissions for all grades occur at the same hour.

* If paved, bricks should never be employed for the purpose.

A CELLAR,

or at least an *air space of not less than two feet in clear height*, should extend under the whole building, and unless the soil be naturally very dry, a thorough system of drainage should underlie the air space or cellar, as the case may be.

THE BUILDING

itself should be so placed that the sun can shine into every room used for study or recitation, preferably during the morning hours, but at any rate at some time, and for some hours of each day. This condition may in some cases involve the placing of a school building upon its site without regard to the strict parallelism of its lines with those of the street or road; an arrangement fulfilling the requirement may not be always practicable where land is costly, as in our larger cities, but in the great majority of cases it would be wholly so; so far as architectural considerations are concerned, it is certainly in the power of any competent architect to design any building, after proper inspection of its intended site, so as to produce no *outre* or disagreeable effect æsthetically, while yet it shall be properly placed with regard to the well being of its occupants.

Stairs, passages, rooms for the storage of books, apparatus, etc., may be placed upon the shaded side of a building, if a shaded side cannot be avoided, but hat and cloak closets should never be so situated.

Few if any school buildings should exceed two stories in height; for, let it be remembered, that *a definite amount of force is required to raise a given weight to a given height*, and that this is true whatever may be the character of the weight; it makes no difference whether it be a stone raised by a steam-derrick or a human body raised by muscular force; the same law holds good. To require the exertion necessary to raise a weight of from fifty to seventy-five or one hundred pounds to a height of fifty or sixty feet, three or four times within six hours, is sheer barbarity in the case of any growing child, and is especially wrong in the case of girls just arriving at the age of puberty. *

* A foot-pound is the force required to raise one pound to the height of one foot; fifty foot-pounds may be either the amount of force required to raise one pound to the height of fifty feet, or fifty pounds to the height of one foot. Hence, to raise fifty pounds to the height of fifty feet requires an amount of force equal to two thousand five hundred foot-pounds, and this repeated four times requires the exertion of an amount of force equal to raising ten thousand pounds to the height of one foot, or *vice versa*.

ENTRIES

should be well warmed and ventilated, and should receive sufficient light from out of doors. Serious injury to health often arises from the fact that few entries and passages in our school buildings are warmed by any means whatever. In one of the most costly buildings in the state a peculiarly faulty state of things exists in this respect; a large hall extends through the building from east to west, from either end of which doors open directly into the outer air, no vestibules or other protection of any kind being provided; the school rooms are usually heated in winter to a temperature varying but little from 70°–75° Fah., while the temperature of the hall and other passages is never greatly above that of the external air, which is frequently below 0, reaching — 25° or even lower. Thus pupils in the school in question, who are of all ages from six to twenty years, and of all degrees of robustness, are compelled to pass from a well-warmed room into a passage in which the temperature is from 40° to 90° lower, without any previous preparation; we all know how exceedingly uncomfortable we feel when, as sometimes happens in this state, the mercury makes a descent of 40° within five or six hours; let us imagine the effect of a similar or even a greater change occurring within five minutes without any adequate preparation therefor.

We are in little danger now-a-days of being allowed to forget that foul air is a poison, but we are in danger of forgetting that a blast of cold air is far more dangerous; we may breathe impure air for a comparatively long time and experience no immediate ill effects, but we cannot expose ourselves to the risk of being chilled by cold air, pure though it may be, without instant and serious danger; our instincts in such cases are safer guides than our reason. "*Foul air is a poison but it is a tolerably slow one, but a chill is as deadly as a dagger or bullet.*" We who write these lines have personal knowledge of three separate cases in which young lives of great promise were sacrificed to gross ignorance, or reckless defiance of that fact, and of several others in which the foundations of life-long disease and consequent suffering were laid by the same recklessness or deplorable lack of knowledge.

STAIRS

and the walls enclosing them should always be fire-proof; spiral staircases should never be permitted in any school building — a fact proved most conclusively by the fearful accident which occurred many years

ago in the Greenwich Avenue school building in New York city; a perfectly straight stairway is to be preferred to any other form, and if stairways are over ten feet in height they should be broken up by a broad landing midway between bottom and top.

Stairs should be at least six feet in width in large school buildings, and never less than four feet in any case; the separate steps should never exceed seven inches in height, or be less than twelve inches wide in the treads. As has already been said, no school house should be more than two stories in height, but in the few instances in the state in which necessity compels the erection of a higher building substantial fire-escapes should be provided.

ROOMS FOR STUDY

must have a floor space of at least fifteen square feet per capita for primary scholars, and twenty square feet per capita for those over ten years of age; they must have a cubic capacity of at least 200 and 250 cubic feet per capita for the above named classes of pupils, and a clear height of not less than twelve feet.

Rooms for recitation which are not in constant use need have only three-fourths of the above amount of floor surface, the height remaining the same.

All rooms, whether for study, recitation or general assembly, should have a window of at least eighteen inches in height over each door, fitted with such appliances as will enable it to be easily opened and closed by a person standing on the floor.

The walls of all rooms should be hard-finished, and if possible rendered non-absorbent; they should be tinted with some light neutral color; light bluish gray and sea-green are perhaps as desirable tints as any. Walls in a school building should never under any circumstances be papered.

No room used for study or recitation should be so large as to need columns or other supports from the ceiling; when these are necessary, as in chapels or other rooms of general assembly, they should be of iron as small as is consistent with proper strength, that they may not interfere with the light.

Blackboards should be placed opposite the windows; never on the same side of the room. It has lately been recommended that they should be purple-black or dark green in color.

WINDOWS

must contain a surface equal to thirty square inches of glass, *exclud-*

ing sash-work, for each square foot of floor space. Plain square sashes are better than those having arched or Gothic tops. The lower sills should be from three and one-half feet to four feet above the floor, and the upper within one foot or less of the ceiling. All windows should open directly into the outer air, and be hung with weights.

SEATS AND DESKS

must vary in height to accommodate pupils of different sizes and ages. Except, perhaps, in the case of primary scholars, it is better to provide each individual with a separate seat than to try to economize space by seating two or more pupils at one desk.

Seats should be low enough to allow their occupants to place both feet firmly and squarely on the floor when sitting erect, broad enough "to admit of the entire nates and five-sixths of the under surface of the thighs resting upon them," in the same position, hollowed out so that the weight of the body shall be properly distributed over the whole surface of the glutei muscles instead of being concentrated upon two points only, thus insuring the avoidance of painful pressure,* and always provided with backs, which should be properly curved so as to support the spine without causing any feeling of discomfort, weariness, or undue pressure at any point.

Desks should be so placed as to allow pupils to rest the whole forearm upon them without being compelled to lean forward unduly; special attention should be given to the distance between the desk and seat, and also to the height of the bottom of the desk from the floor. Many desks are so constructed as to give the largest possible space for the storage of books, etc., an advantage dearly purchased at the cost of hourly discomfort to the students who use them.

Some fifteen or more years ago we caused desks to be made for the use of two of our pupils, that were provided with a very simple arrangement by which a book could be supported in a nearly vertical position, thus enabling the student to sit in an easy erect position while reading or studying, while, when the desk was needed for writing etc., the top presented a perfectly smooth surface, inclined at the proper angle. The arrangement was not suited to the requirements

* The suggestion has been made, with the view of relieving the pain and fatigue so often caused by the wretchedly planned seats generally used in our schools, and avoiding the confusion and disorder consequent thereon, that seats be made so high that a student shall neither stand or sit at his desk, thus being able to throw his weight upon his feet at pleasure.

of a large school room, but certainly some of our ingenious manufacturers of school furniture ought to be able to design and make a desk in which the same purpose should be answered without undue interference with a proper supervision of the school room, or any great increase in cost.*

All seats and desks should be so placed that the pupils shall receive the light from above and on the left hand, rather from any other direction. A direct front light should always be avoided as should also direct illumination of the books, etc., by the sun.

(To be Continued.)

SCHOOL GOVERNMENT.—School government conducted in a manner *entirely* dependent upon the *authority* delegated to the teacher, would soon become arbitrary and repulsive. The authority, however, should be exerted whenever it may be necessary to secure obedience. The practice of what may be called the natural method in governing schools is advised. In this method the personal influence of the teacher is called into action in a prominent manner. This personal influence will be effective by presenting to the scholar a living illustration of a good example of self-government. This example becomes attractive and influential, when the teacher shows himself to be calm and not excitable in temperament; deliberate, not hasty in action; candid in words, not scolding; quiet in manner; conscientious and honest in principles and practices, not scheming; firm for right, not influenced by expediency; impartial in treatment; decided in purpose and action, but not stubborn; patient, forgiving, interested in scholars and their work; hopeful and cheerful. Intimately connected with the personal influence of the teacher is his moral power. This power exercises its control by inculcating ideas and influencing action in regard to right and wrong, and the power of self-government, in some degree. Duty or obligation is the chief principle in extending a moral influence. The principles of duty are taught by precepts, examples, habits, and by exercising the moral sense. An active, moral influence, will encourage the virtues peculiar to school life, viz: truthfulness, honesty, obedience, diligence, kindness, and tend to restrain and correct the

* Since the above was written we have seen a circular issued by a Chicago firm, giving a representation of a desk in which the plan mentioned is carried out apparently in a very satisfactory manner. Vide also Report of this Board for 1877, p. 137.

vices of lying, deceit, obstinacy, laziness, ill-temper and cruelty. The moral power of the teacher will constantly labor to encourage the scholar to control his own actions, by addressing his powers of love, hope and fear. Punishments are inflicted in the enforcement of school government. Punishments about the head, by placing the scholar in an unnatural or painful position, punishments in their nature frightful or debasing, are improper. All punishments should be enforced as reformatory measures, in a calm manner, and with a kind spirit. Teachers can frequently avoid punishment by wise management.—*Supt. J. W. Simonds, Milford, Mass.*

THE COMPULSORY SCHOOL LAW.

[The *Milwaukee Evening Wisconsin*, referring to the compulsory education law which is soon to come into force in this State, makes the following excellent suggestions:]

"This is an eminently just law, and should be rigidly enforced. It simply declares, in effect, that every child shall be placed in the way of acquiring the rudimentary branches of knowledge, except where mental or physical disability incapacitates the child for study, or where the labor of the child is the only means of support to indigent parents, or brothers or sisters. It does not require attendance upon any particular school, or, indeed, upon any school, if the requisite amount of education can be acquired in some other way. It guarantees to every child in the State, able to receive it, a rudimentary education. The State provides the means for such education as a safeguard against pauperism and crime—a measure of protection to itself and society, and it has a perfect right to insist that these means of education shall be improved. There is no more abridgment of general liberty in such a law than there is in any other law requiring the performance of acts that are for the general good, or the refraining from certain others that are detrimental to public interests. The decay of education is one of the first steps toward national decay—of this there is no reasonable ground for question. General education may not be a sure preventive of poverty and crime, but that it tends powerfully in that direction few intelligent and observing persons will deny. The smaller the number of illiterate persons the less chance there is for the success of the schemes of demagogues and all that class of scoundrels that live by deluding the people or pandering to their superstitions and prejudices.

The larger the number of the intelligent in any community, the more likely that community is to be well governed.

"This law can very easily be enforced, if every citizen will constitute himself a committee to report to the proper school officers any case of the violation of the school law that may come under his notice. The enforcement of the law need work no hardship except to those who willfully disregard it and purposely resist the end which it seeks to accomplish. It is not only an eminently wise law, but one exceedingly liberal in its provisions, and little opposition to it can reasonably be apprehended."

A Box on the Ears. — A box on the ears is one of the most common modes of punishing children, and it is one to which servants, and, we are sorry to say, teachers and parents (who ought to know better), often resort, under the impression that the chastisement inflicted is rather a slight one. The outer ear is, fortunately or unfortunately, seldom very sensitive. Fortunately it is not so, because of the pullings and pinchings which are inflicted on it in punishment and in teasing, and in the ear-piercing in which savage nations rejoice, and which remains with us as a 'survival' of the habits of uncivilized ancestors. Unfortunately, too, it is not sensitive, because it seems to be imagined that the middle and inner parts of the ear, to which the outer passage leads, are equally insensitive, and so calculated to give little pain when assaulted. If the outer ear were as sensitive as the outer membrane of the eye, doubtless people would as little give children a box on the ear as a blow in the eye — of the two indeed, the latter would be productive of the less amount of permanent injury. A blow on the ear not only shakes the whole of the delicate structure of the head, and of the brain which lies within the cranium, or that bony box that forms the larger part of the scull, but it directly affects the organ of hearing itself in those inner and central portions by whose agency the function of hearing is performed. No one who has not seen them can immagine the exquisite delicacy of the tiny bones, the thin membranes, the fine arrangements of nerves, of blood vessels, and vibrating fluids, for whose accommodation a special little hollow is carved out in one of the bones of the skull. A blow with the hand brought to bear on the ear is like a blow with a hammer on a thin case containing delicate vessels of precious Venetian glass. A box on the ear is one of the most *senseless and cruel* of all punishments inflicted on children. Cases of death resulting immediately

from such blows, do not, it is true, often occur. But cases of deafness as all aurists know, are very frequent; and abscesses of a serious kind frequently come from even a slight blow—such as may be merely in fun. We would beg all who may be inclined to inflict a box on the ear to pause, and not to do so. They may, in a moment, inflict injuries which can never be repaid. — *Youth's Compendium.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. A certain farm has paid taxes and the children on it have attended school in this district for many years; and it has always been understood that it was set into this district from another, but there is no record of the transfer to be found. Is it really in any district?

A. The presumption is that it belongs to your district. Parol evidencr is admissible to show that it was set into the district, if it is shown that there is no record of it in existence?

Q. May the board insure the school-house?

A. If the district neglects to give any instructions, the board may be held, under section 435, to have power to insure, if they think it necessary. It is better that the district should vote on the question.

Q. Can the district adopt text-books?

A. The power belongs to the board only.

LIABILITY OF TEACHERS AS BOOK AGENTS.

Q. Please explain the liability of teachers under section 501; is a person who is not teaching, and not under contract to teach, prohibited from acting as agent, because he has taught and may teach again?

A. The object of the law is to prevent teachers and school officers from abusing the opportunities offered them, as such, to make money by acting as agents for the introduction or sale of books, etc. If a person who has been teaching chooses, after closing his engagements as teacher, to accept employment as an agent from a school book publisher, he cannot reasonably be considered as violating the law. If in an honorable way he induces school boards to adopt good books, where none have ever been adopted, and where there is no uniformity, he is doing the public service as well as himself. If by persuasion and importunity he seeks to have good books already in use thrown out,

his service to the public may be doubtful. If a person acting as book agent should choose to take up or resume the work of teaching, there is no reason why he may not drop his agency and do so. All that the public needs to be protected against, is the abuse above spoken of, and of this it is to be hoped few teachers would be guilty, if there were no prohibitory law.

DECISIONS AS TO THE POWERS AND DUTIFS OF TEACHES AND SCHOOL BOARDS.

In the April number of the American Law Register, which records important cases decided in the Superior Courts, is published the decision of our Supreme Court in the matter of *The State ex rel. Burpee v. Burton* (opinion by LYON, J). We published the decision in November last. Appended to the decision, in the *Register*, is a very valuable note, which we give below, as of interest to all school boards and teachers. The note covers, it is claimed, all the American cases bearing upon the subject discussed, found in the reports:

The number of cases touching upon the powers and duties of school teachers as respects the correction and restraint of the pupils under their charge, is, considering the great importance of the interests involved, surprisingly small. The English authorities, especially, are very few; and all the American cases to be found in the various series of reports, it is believed will be found cited in this note.

The authority of the teacher with respect to the correction of his pupils is analogous to which belongs to parents, and is regarded as a delegation of at least a portion of the parental authority, and the presumptions are in favor of the correctness of his action: *State v. Pendergrass*, 2 Dev. & Bat. 365; *Lander v. Seaver*, 32 Vt. 114; *Commonwealth v. Seed*, 5 Pa. Law Jour. Rep. 78. *Anderson v. The State*, 3 Head. 455. See, also, *Hatheway v. Rice*, 19 Vt. 102, 108.

The old authorities and some modern ones seem to place the authority of a school teacher over the pupil, while it exists, upon precisely the same footing as that of a parent over his child: *Fitzgerald v. Northcote*, 4, Fost & Finn, 656, 663, note, and cases cited, and 689, per COCKBURN, C. J. The old authorities will be found cited in the note on page 663. This has, however, been questioned. Blackstone says: "The master is *in loco parentis*, and has such *portion* of the powers of the parent committed to his charge, viz.: that of restraint and correction, as may be necessary to answer the purposes for which he is employed:" 1 Bl. Com. 453. See also Chitty's note. And in *Lander v. Seaver*, *supra*, the court approve the above rule, and very reasonably say: "The parent, unquestionably, is answerable only for malice or wicked motives, or an evil heart in punishing his child. This great, and to some extent, irresponsible power of control and correction, is invested in the parent by nature and necessity. It springs from the natural relation of parent and child. It is felt rather as a duty than a power. * * * This parental power is little liable to abuse, for it is contin-

ually restrained by natural affection, the tenderness which the parent feels for his offspring, an affection ever on the alert, and acting rather by instinct than reasoning. The school master has no such natural restraint. Hence he may not safely be trusted with all a parent's authority, for he does not act from the instinct of parental affection. He should be guided and restrained by judgment and wise discretion, and hence is responsible for their reasonable exercise."

This principle is further illustrated by the cases of *Morrow v. Wood*, 13 Am. Law. Reg. (N. S.) 692; s. c. 35 Wis. 59, and *Rulison v. Post*, 79 Ill. 567. In *Morrow v. Wood*, a father had directed his child, in attendance upon a public school, to pursue only certain studies, selected by the father from those required or permitted by law to be taught in such school, and actually taught therein, and had forbidden the child to pursue certain other study, and this fact was known to the teacher of the school. It was held that such teacher was not authorized to inflict corporal punishment upon the child for the purpose of compelling it to pursue the study so forbidden by the father. Neither has the teacher, under the orders of the directors, power to expel a pupil from the school under such circumstances for declining to pursue a certain study forbidden by the parent: *Rulison v. Post, supra.* See, also, *Dritt v. Snodgrass*, 66 Mo. 286.

The authorities all concede the power of the teacher, under proper circumstances, to inflict a reasonable corporal punishment upon the pupil. This rule of law has, however, been criticised, and the tendency is to restrict rather than enlarge the authority of the teacher in this respect. In *Cooper v. McJunkin*, 4 Ind. 290 (1853), STUART, J., uses the following language: "The law still tolerates corporal punishment in the school-room. The authorities are all that way, and the legislature has not thought it proper to interfere. The public seems to cling to a despotism in the government of schools which has been discarded everywhere else. Whether such training can be congenial to our institutions and favorable to the full development of the future man, is worthy of serious consideration, though not for us to decide."

In that case, the reasonable rule was laid down, that a teacher in the exercise of the power of corporal punishment, must not make such power a pretext for cruelty and oppression; but the cause must be sufficient, the instrument suitable, and the manner and extent of the correction, the part of the person to which it is applied, and the temper in which it is inflicted, should be distinguished with the kindness, prudence, and propriety which becomes the station. See, also, *Quinn v. Nolan*, 4 Cin. Law Bull. 81.

In *State v. Pendergrass*, 2 Dev. & Bat. 365, the rule, as to the extent of punishment, is laid down as follows: "The welfare of the child is the main purpose for which pain is permitted to be inflicted. Any punishment therefor, which may seriously endanger life, limbs or health, or shall disfigure the child, or cause any other permanent injury, may be pronounced in itself immoderate, as not only being unnecessary for, but inconsistent with, the purpose for which correction is authorized. But any correction, however severe, which produces temporary pain only, and no permanent ill, can not be so pronounced, since it may have been necessary for the reformation of the child, and does not injuriously affect its future welfare." * * * "When the correction administered is not in itself immoderate, and not, therefore, beyond the authority of the

teacher, its legality or illegality must depend entirely on the *quo animo*, with which it was administered. Within the sphere of his authority the master is the judge when correction is required, and of the degree of correction necessary; and like all others imparted with a discretion, he cannot be made penally responsible for error of judgment, but only for wickedness of purpose." See, also, *Commonwealth v. Seed*, 5 Pa. Law. Jour. Rep. 78.

In *Commonwealth v. Randall*, 4 Gray 36, however, where, on the trial of an indictment of a schoolmaster for an assault on a pupil, the judge refused to instruct the jury that the defendant was criminally liable for punishing a pupil, only when he acted *malo animo*, from vindictive feeling, passion or ill-will, or inflicted more punishment than was neccessary to subdue the pupil and secure obedience, and not for errors of opinion or mistakes of judgment merely, provided he was governed by an honest purpose to promote the discipline and highest welfare of the school and the best interests of the pupil; and instructed them that in inflicting corporal punishment a teacher must exercise reasonable judgment and discretion, and be governed as to the mode and severity of the punishment by the nature of the offense, the age, size, and apparent power of endurance of the pupil, and left it to the jury to decide whether under all the facts the punishment was excessive, it was held that the defendant had no ground of exception. In *Lander v. Seaver*, 32 Vt. 114, substantially the same conclusion was arrived at, with the qualification that if there is any reasonable doubt whether the punishment was excessive, the master should have the benefit of the doubt.

Admitting, then, the right of the teacher to chastise the pupil moderately, whenever the correction, as confessed by the pleadings, or as proved on trial, appears to have been clearly excessive and cruel, it must be adjudged illegal: *Burlington v. Essex*, 19 Vt. 102, 108; *Cooper v. McJunkin*, 4 Ind. 290; *Lander v. Seaver*, 32 Vt. 114: *Anderson v. The State*, 3 Head 455.

As respects the limits of the jurisdiction over the pupil as to time and place, in *Lander v. Seaver*, 32 Vt. 114, it is said to be conceded that the right to punish extends to school hours, and that there seems to be no reasonable doubt that the supervision and control of the master over the pupil extends from the time he leaves home to go to school till he returns home from school. In the same case it was held that, although a schoolmaster has in general no right to punish a pupil for misconduct committed after the dismissal of school for the day and the return of the pupil to his home, yet he may, on the pupil's return to school, punish him for any misbehavior, though committed out of school, which has a direct and immediate tendency to injure the school and subvert the master's authority. See, however, *Murphy v. Board of Directors*, 30 Iowa, 429, where, however, the decision was based upon a statute authorizing the directors to dismiss any pupils from school for gross *immorality, or for persistent violation of the regulations of the school.*

Where, however, under a statute authorizing the board of directors to make and enforce all needful rules and regulations for the government, management, and control of schools, as they should think proper, not inconsistent with the laws of the land, a board of directors made a rule that no pupil should, during the school term, attend a social party, and the plaintiff, a pupil of the school,

by permission of his parents, violated the rule and was expelled from the school for so doing; in an action against the directors to recover damages for the expulsion, it was held, that under the law they had power to make needful rules for the government of pupils while at school, but no power to follow them home and govern their conduct while under the parental eye; and that in prescribing such rule they had exceeded their power and had invaded the rights of the parent: *Dritt v. Snodgrass*, 66 Mo. 286.

As respects the age of the pupil, if a person, who had attained his majority, voluntarily attends school, creating the relation of teacher and pupil, he thereby waives any privilege which his age confers, subjects himself to like discipline with those who are within the school age, and may be punished for refractory conduct. And the teacher in such case will escape liability therefor upon proof that the chastisement was under all the circustances reasonable: *The State v. Mizner*, 45 Iowa, 248; *Stevens v. Fassett*, 27 Me. 266, 287.

The master of a school may also impose reasonable restraint upon the persons of his pupils, either by way of prevention or punishment of disorderly conduct: *Fitzgerald v. Northcote*, 4 Fost. & Finn. 656. per COCKBURN, C. J.; 1 Bl. Com. 453; Cooley on Torts, 171. The power of teachers and school directors, or other officers having the supervision and control of schools, to make rules and regulations for the government of schools, has been referred to in some of the cases already cited. Where their authority is not expressly defined by statute, it may be said in general terms that such rules and regulations must be reasonable. The teacher has not, as it seems, a discretionaay power of expulsion, but only for reasonable cause: *Fitzgerald v. Northcote*, 4 Fost. & Finlayson, 656, 685, per COCKBURN, C. J.

In Massachusetts it is held that the school committee of a town have power to pass all reasonable rules and regulations for the government, discipline, and management of the public schools under their general charge and superintendence: *Roberts v. Boston*, 5 Cush. 188; *Sherman v. Charleston*, 8 Id. 160; *Spiller v. Woburn*, 12 Allen, 127; *Hodgkins v. Rockport*, 105 Mass. 475.

A school committee has, in Massachusetts, authority, not subject to revision, if exercised in good faith, to exclude a pupil from a public school for misconduct which injures its discipline and management, such conduct is not being mutinous or gross, or consisting of a refusal to obey the commands of the teachers, or of any outrageous proceeding, but of acts of neglect, carelessness of posture in his seat and recitation, tricks of playfulness, and inattention to study and the regulations of the school in minor matters: *Hodgkins v. Rockport*, 105 Mass. 475; see, also, *Fitzgerald v. Northcote*, 4 Fost. & Fin. 656, 687.

The general school committee of a city or town have power, under the laws of Massachusetts, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school: *Sherman v. Inhabitants of Charleston*, 8 Cush. 160.

The school committee of a town may, it is held, lawfully pass an order that the schools thereof shall be opened each morning with reading from the Bible and prayer and that during the prayer, each pupil shall bow the head, unless

his parents request that he shall be excused from doing so; and may lawfully exclude from the school a pupil who refuses to comply with such order, and whose parents refuse to request that he shall be excused from so doing: *Spiller v. Inhabitants of Woburn*, 12 Allen, 127. See, also, *Donahoe v. Richards*, 38 Me. 376. As to the exclusion of the Bible from the schools, see Cooley on Torts, 289; *Board of Education v. Minor*, 23 Ohio, St. 211.

School directors have, in Illinois, no power to expel a pupil for any reason except disobedient, refractory or incorrigibly bad conduct, and for these only after all other means have failed: *Rulison v. Post*, 89 Ill. 567. And all rules and regulations adopted by school directors must be reasonable and calculated to promote the object of the law — the conferring upon all, free of charge, such an education as they are by law entitled to receive: *Ralison v. Post, supra.*

Under a statute authorizing the making of reasonable and proper rules for the government of schools, a rule providing that pupils may be suspended from school in case they shall be absent or tardy, except for sickness or other unavoidable cause, a certain number of times, is a reasonable and proper rule for the government of a school: *Burdick v. Babcock*, 31 Iowa, 562.

The prudential committee of a school district may, it has been held in Vermont, exclude children from further attendance upon a term of school, for absence contrary to the rules thereof, though such absence be pursuant to the command of their Roman Catholic parents, and by direction of their priest, for the purpose of attending religious services on *Corpus Christi* day: *Ferriter v. Tyler*, 15 Am. Law Reg. N. S. 570; s. c. 48 Vt. 444.

A requirement by the teacher of a district that the pupils in grammar schools shall write English compositions, is a reasonable one; and if such a pupil, in the absence of any request from his parents that he may be excused from so doing, refuse to comply with such a requirement, he may be expelled from school on that account: *Guernsey v. Pitkin*, 32 Vt. 224.

So, where one of the rules adopted by the board of education provided that if any pupil should fail to be prepared with a rhetorical exercise at the time appointed therefor, he or she should, unless excused on account of sickness or other reasonable cause, be immediately suspended from the department, the rule was held reasonable, and neither the teacher of the department nor the board of education were liable in damages for the supension of a pupil for failure to comply with the rule or to offer any excuse therefor: *Sewell v. Board of Education*, 29 Ohio St. 89.

Whether an action will lie against a teacher for refusing to instruct those who lawfully come to him for instruction, or whether the remedy is confined to an appeal to the governing board, Judge Cooley says in his work on Torts, p. 288, is left in doubt by the authorities, though he expresses the reasonable opinion that such refusal is actionable. The *parent* of a child expelled from a public school by order of the superintending school committee, can, it is held, maintain no action against *them* for such expulsion. *Donahoe v. Richards*, 38 Me. 386; *Stephenson v. Hall*, 14 Barb. 222. So, in *Spear v. Cummings*, 23 Pick. 224, it was held that the teacher of a town school was not liable to an action by a *parent* for refusing to instruct his children. See, also, *Learock v. Putnam*, 111 Mass. 499. If an action can be maintained in such case, it should be in the name of

the *child* and for *his* benefit: *Stephenson v. Hall, supra.* See, however, *contra, Roe v. Deming*, 21 Ohio St. 666, where an action for a wrongful expulsion of the child was held to lie in favor of the parent against both the teacher and the local directors. The rule in Massachusetts has also been changed by statute: Stat. 1845, c. 214. See, also, as to action by pupil for expelling him from school: *Dritt v. Srodgrass*, 66 Mo. 286.

As to the right of placing colored pupils in different schools, see the cases collected in Cooley on Torts, 287, 288.

As to the right of the state over children in respect to reform and industrial schools, see *People ex rel. O'Connell v. Turner*, 10 Am. Law Reg. (N. S). 366, and note; s. c. 55 Ill. 280; *Milwaukee Industrial School v. Supervisors*, 40 Wis. 328; *Prescott v. State*, 19 Ohio St. 184; Cooley's Const. Lim. *299.

The principal case seems to be the first in which the particular point decided (viz.: whether, in a proper case and where not deprived of the power by affirmative action of the proper board or by statute, the teacher can suspend a pupil from the privileges of the school), has ever been passed upon. At least no case has been found passing upon it. The power to expel for a reasonable cause was hinted at in *Fitzgerald v. Northcote*, but the question of expulsion was not necessary to the decision of the case. The rule laid down in the principal case seems, however, so eminently reasonable and proper, that we cannot doubt that it will establish the law upon this point. MARSHALL D. EWELL.

HOW LONG SHOULD SUSPENSION CONTINUE?

The law as to the power of the teacher to suspend a pupil being considered settled, the question naturally arises as to the continuance and termination of the suspension. We quote some decisions from Bardeen's Common School Law:

On April 8, 1874, L. H. Hanchett was suspended from the Union School at Phœnix, N. Y., "for disrespectful conduct and language towards his teacher," and the board refused to restore him until he should make apology. He refused to make such apology on the ground that he had been unjustly dealt with in reference to a certain examination, and more than a year afterwards he appealed to the State Superintendent to be re-admitted to the school without apology. The Superintendent's decision reads as follows:

"The language of the appellant to his teacher was such as no provocation would ever justify a gentleman in using toward a lady, as the teacher is; and the appellant's own sense of self-respect and of what under the circumstances was due from him to his teacher, should have led him to make the apology of his his own free-will, without a demand for it from the board in behalf of the offended party. But it appears that the appellant persistently refuses to do not only the teacher but himself justice in the matter, for in view of the offence committed, making at least the reparation of an apology for the language used, was, in my opinion, an act of justice even to himself, which he should have been not only willing but eager to perform. But in view of the fact that the appellant has already been kept from the privileges of the school for more than a year, and that such a suspension may be well deemed a sufficient punishment for the offence, committed as it probably was under unusual excitement and by a scholar of uniform previous good conduct, the appeal is, I must admit with considerable reluctance, sustained, and the respondents are directed to restore the appellant to all the privileges of the school, on presenting himself for that purpose."

The principle here affirmed is that when the suspension has been continued

long enough to be a sufficient punishment, the scholar must be received without acknowledgment of the wrong committed.

This is not the view commonly held. In Maine, the statute directs the committee to restore the pupil "on satisfactory evidence of his repentance and amendment." In Rhode Island the principle involved has been clearly stated. On March 9, 1870, a scholar named Fuller resisted the authority of J. R. Davenport, principal of the Woonsocket High School. The teacher suspended him. The committee justified the teacher in the suspension, but voted to restore the boy to the school unconditionally. The teacher appealed from the committee to the State Commissioner of Public Schools, who rendered the following decision:

"In the case of Master Fuller, no punishment has as yet been inflicted for the offence committed, save that indirectly following the publicity of suspension from school; and so far as the vote of the committee extends, there has been no requirement made which secures to the governing power of the school a recognition of the violation of law, or a proper pledge of future obedience. If the scholar so disobeying be allowed to return to the school-room without such acknowledgment of wrong, or a promise of future obedience, the discipline of the school would instantly be degraded to the position occupied by the offender, and to a state of discord in harmony with the offence. On the other hand, the recognition, on the part of the offender, of the offence committed, as well as an acknowledgment of the authority of the teacher to regulate the internal police of his school, with a pledge of future obedience, not only honors proper and legitimate government and establishes it upon a proper basis, but it also honors the instinctive regard for truth, virtue, and correct deportment on the part of those who may have fallen into a fault, perhaps hastily and thoughtlessly.

"Upon this view of the case stands the whole question of good government and discipline at home or at school. If the parent or teacher be at once deprived of the power of judging of the value of an offence, from its intrinsic character and its attendant circumstances, and also of the power to administer merited punishment for offences, as well as the granting of pardon and forgiveness on the ground of true reformation, the whole foundation and superstructure of disciplinary government are thrown down, and misrule must and will prevail.

"The wise and judicious teacher is jealous of his true rights and prerogatives, and is the best judge as to the influences of the school-room, which help on the one hand to maintain, and on the other to subvert, good government. The look and the gesture may mean more of good or ill than the word and the act; and it would not tend to the welfare of our schools, or to the support and dignity of home or school government, to subject every act of the teacher or the parent to the severe tests of legal scrutiny, or the partisan attacks of interested counsellors. In view, therefore, of the general application of the vote passed by the school committee of Woonsocket, by which said committee decided to admit Master Fuller to regular standing in the high school and in view of its specific application to the school of which he was a member, as well as its practical influence upon all the schools of the town, if carried out, I am forced to the conclusion that it would not be for the welfare of the schools to allow this vote to be carried into effect, and I therefore declare said vote to be null and void."

CORRESPONDENCE.

STATE BOARD OF HEALTH, *Secretary's Office.* APPLETON, *May*, 1879.

TO THE EDITORS:

Dear Sirs: The Board of Health desires thankfully to acknowledge the assistance hitherto received from the Wisconsin Press and the general interest manifested by it in the diffusion of sanitary knowledge among the people, and to solicit a continuance thereof.

Recognizing the fact that the Press can render most efficient aid in this work, the board begs leave to call your attention to its Third Annual Report, a copy of which you will receive herewith, and respectfully asks for it careful examination and such notice or criticism in your paper as the interests of sanitary science require.

The board ventures to suggest that extracts from its report may be acceptable as reading matter to our citizens, and that the publication of such extracts from time to time in your columns will be helpful in advancing the cause in which it is engaged. Respectfully Yours, J. T. REEVE, M. D.,
Secretary.

Our readers will observe that the suggestion above made is being complied with, in a proper manner, so far as the JOURNAL is concerned.

An inquirer writes: "Will you tell me, through the columns of the JOURNAL, what disposition to make of the word *all* in the following sentence: 'My father was a tailor, and his father, and my sire's grandsire — all of them were tailors.'"

The sentence is similar to those given as examples of apposition, where "a *plural* word is emphatically put after a series of particulars comprehended under it; as, 'Ambition, interest, glory, *all* concurred.' — 'Royalists, republicans, churchmen, sectaries, courtiers, patriots, *all parties* concurred in the illusion.'" All would be the subject of *were.— Brown's Gr. of Grs.*, p. 500.

A friend sends us the following: A county superintendent [not in Wisconsin] writes me in this wise:

——— April 1 79.

yours is at hand conten notet &c. Mr. ——— is the man that I can hartley reckmend as a good Agt rite to him. Yours —— —— *Co Sup*

EDITORIAL.

Some comments on the State University, the Normal Schools, the Summer Institutes, and some other matters, are deferred till next month. The State Superintendent is obliged, at this time, to be almost constantly on the wing.

THE LAW, AS TOUCHING TEACHERS AND SCHOOL BOARDS.

Confirmed in our purpose by the request of several prominent teachers, we have this month reprinted a valuable legal note, by the editor of the *American Law Register*, occasioned by the publication in that periodical of the decision in the case of *The State* v. *Burton*. The case is spoken of by the editor as an important one, and as probably establishing the law as to the power of a teacher to suspend a pupil. The note cites all the main points in all the cases found in American reports, "touching the powers and duties of school teachers as respects the correction and restraint of pupils under their charge," and the powers of school boards as well.

The note refers to the power and liabilities of teachers as to punishment, juris-

diction beyond the school room and school premises, and over pupils beyond school age; it discusses the power of boards as to making rules, expulsion of pupils, religious exercises, absence and tardiness, rhetorical exercises, and some other matters. As to the point covered, and, as the editor of the *Register* thinks, settled, by the case referred to, it is this, substantially: A teacher may suspend a pupil, if need be; the board alone may expel.

It is presumed teachers and boards will carefully digest the instruction embraced in the note, and lay it by for future reference.

TEACHERS AS BOOK AGENTS.

In the Official Department a question is asked and answered as to the intent of section 501, of the school code. The law presumably does not regard school officers, including the state superintendent, nor public-school teachers, as suspicious or dangerous persons, but would prevent a possible abuse of opportunity, on the part of some persons, in connection with their official functions. And there must have been such abuse, in times past, or such a law would not have been enacted. But teachers are for the most part only temporarily such. Having closed a school and an engagement, they are at liberty to take up other occupations. Among those that offer, are agencies for book-publishers, whether school books or otherwise. A person who takes such an agency, and in no way acts improperly or dishonorably, is not likely to be asked if he has not taught school, nor to be complained of as a violator of the law, if he has. It is possible that such a thing may happen, and that some Dogberry of a justice may now and then fine a man who is in no way contravening the real intent and purpose of th law; but as to that the ex-teacher must take his chances.

Some of our book-agents, however, are not discreet, nor always mindful of the law. They may or may not have sometime taught school. One of the indiscretions, if not worse, recently made known to us, is that of recommending or persuading school boards to agree to introduce their books "gradually," on the plea that it will meet with less opposition, and cause less trouble than a regular adoption, and a general change at once. The consequence is, confusion in the school and waste of time from the use of more than one kind of book, where before there was uniformity; parents begin to complain, and the board finds itself in hot water. Such tricks bring discredit upon honorable agents, and should be reported to the publishers, or to the general agent who employs them.

INCOME OF THE SCHOOL FUND---ITS DISTRIBUTION.

This is the season when the "State school money," as it is sometimes called, is being distributed. Though meeting but a small part of the expenses connected with the public schools — say a twelfth — it is important, as a stimulus to the required expenditure — enough to maintain, in each district, at least five months' school, and its reception at the closing up of the school year is often looked for with some considerable interest.

The fund is not increasing. The income, therefore, does not increase. In 1876 the amount distributed to the schools was $190,102; in 1877, $193,021; in 1878, $185,546; this year, the amount subject to distribution is $184,277. If the income

remained stationary, or even increased slightly, still it would fall off relatively, as population increases. It is now but 38 cents per scholar, and there seems to be no way to prevent the *pro rata* from growing less, unless the fund can be augmented considerably. How to do this has not yet been satisfactorily suggested.

But the whole property of the State is a school fund. No burden should be more cheerfully borne than the support of schools. The modification or aid needed is a State school tax. Not only would this tend to equalize the burden, but would give the State, in its central authority, a leverage by which to raise the condition of the schools that is greatly needed; would reconcile the people to a more vigorous oversight of school matters. Such a tax, equal in amount to the income of the fund, and distributed with it, would give a great impetus to our school work.

The changes made from time to time in the boundaries of districts, towns, and counties — especially last winter by the erection of new counties — raise some questions as to the proper distribution of the school money. The law has specifically provided for the case of new districts set off from old ones, in section 558 of the school code. The general principle is that the money follows the children; is to go, ultimately, to the *districts*, old or new, where the children are that drew it, or upon whom it was apportioned. This principle, if simply carried out, would carry the money in all cases where it belongs. The money is apportioned to each county according to the last returns of school children, not for the benefit of the county as such, but for the districts in it, or that were in it when the money was earned. The county treasurer is made the first disbursing officer, after the state treasurer, for convenience. For further convenience, the town treasurer receives the share for the town; not for the use of the town, as such, but for the benefit of the school districts in the town, or that *were* in the town when the money became due, paying it out as the town clerk apportions, on the returns made to him the previous September, by the district clerks. Although a district, or part of one, may have passed within the boundaries of another town, or even another county, the money must go to it. This principle is affirmed in the case of *Cassville, etc.*, v. *Morris et al.*, 14 Wis., 440.

SCHOOL BUILDINGS.

The extract from the Report of the State Board of Health, contained in this number, should be read with attention. A further extract will be made next month. The subject is one of great importance. Our very best school buildings are more or less defective, on sanitary grounds. Every defect, in fact, in heating, ventilation, lighting or seating, has its sanitary aspect. The preservation of the physical health of the pupils as well as their mental vigor and educational progress, depends largely upon these things. The outside situation and surroundings of school buildings are also matters of great importance. The Board of Normal Regents show that they are alive to these considerations in the measures now in progress at River Falls and Platteville to remedy defects in heating and ventilation in the Normal-School buildings in those places.

In a paper read before the State Association at Oshkosh, some years ago, we suggested among other things the creation of a building fund, to be used under

state authority to aid in the erection of school houses, subject to certain reasonable conditions. These conditions should be such as to secure proper location, plan, and general arrangement, after designs and models based on the best architectural and scientific principles, and not without regard to good taste. In this way nearly all school buildings erected in the future could be protected against gross violations of economic, sanitary and aesthetic canons. Nor need buildings already erected be wholly beyond the good influence of such a fund and such aid. Often repairs and changes could be made that might be controlled in the same way as the erection of new buildings. How shall such a fund be provided?

The labors of the State Board of Health it is to be hoped, will have a most beneficent influence in the direction indicated. It is about time the state made provision for the publication of a plain and simple, but yet comprehensive, treatise on the building of school houses of all grades; one which should embody the best results of what has been accomplished and tested in the matter. A treatise which, like Prof. CHITTENDEN's paper, recognizes the need and benefit of such aids as other states and countries can give us.

CERTIFICATES AND INSTITUTES.—A writer in the *Educational Weekly* having stated that some county superintendents grant or withold certificates according as candidates do or do not attend their institutes, and that they make money out of the said attendants, Supt. RICHMOND, of Green county, thus responds for Wisconsin:

"I do not know what they do in Illinois in the line of institute work, nor do I know what kind of men they have there for county superintendents; but I undertake to say, on the part of our Wisconsin workers,—(1) that qualified teachers do get certificates whether they attend institutes or not; (2) that teachers are not discriminated against because they have 'patted the county superintendent on the shoulder;' (3) that qualification is the test, and not favoritism; and (4) that institutes are not money-making institutions for county superintendents.

"It is the business of every county superintendent to secure good teachers for the schools in his district if he can find them. We need over and above all *qualified teachers*; and it is no person's business where or how they became qualified so long as they are qualified. We should aim to improve the schools, and in order to do that we must have good teachers. As very many of our teachers are not able to go far from home to attend a normal school, or any other institution of learning in which they may be qualified for their work, the next best thing is to bring the normal schools to them. * * *

"I question whether there is a county in either Illinois or Wisconsin in which there has been more institute work done during the past three years than in this one (Green), and I *know* the county superintendent has not made one cent out of such work. These institutes have been run solely for the good of the teachers. Institute work, as well as other school work, should be subjected to the closest criticism; but in this criticism we want facts, incontrovertible facts. * * *

MONTICELLO, Wis. T. C. RICHMOND.

AFRICA---GEOGRAPHICAL EXPLORATION.

The announcement that the great African explorer, Mr. Stanley, has set out upon another — we believe it is his fifth — expedition in the "Dark Continent," the object of which has not been made known to the public, will, of course, awaken renewed interest in him and in Africa.

Since Diaz reached the cape, in 1488, and De Gama doubled it, twelve years later, the great peninsula has been a land of mystery. In a commercial way, its interior became known more or less to the Portugese, and the results of the more recent explorations have drawn attention to some of the old maps, and to the fact that they showed the geographical features of the continent, to a considerable extent, with tolerable accuracy. But somehow this earlier and commercial knowledge dropped out of view. It was not authenticated by great names, or imposing govermental expeditions, and the map of Africa became largely a blank. As Columbus but re-discovered America, so have geographical explorers, during the last ninety years, have but brought to the knowledge of the scientific world, what was known to the commercial world, in considerable degree, three hundred or three hundred and fifty years ago.

The establishment of the African Association of London, in 1788, was the precursor of vigorous exploration. Hornemann penetrated from the north, by Murzuk to the Niger; Denham and Clapperton reached Timbuctoo and Lake Tchad; the Landers explored the Niger; Mungo Park earlier had explored the west coast; Burckhardt the Nile regions; Richardson, Overweg, and especially Barth, made new incursions from the north. This brings us down to 1856.

In South Africa Livingstone, in 1849, had reached lake N'gami; in 1851, the Liambye, and by 1856 he had passed from Liambye to Loando, on the west coast, and from thence crossed the continent eastward, being the first explorer to do so, and had reached the mouth of the Zambezi. Afterwards, with his brother, he explored the southern lakes Nyassa and Shirwa, and the Shire river, which connects lake Nyassa with the Zambezi. In 1865, he set out to discover the sources of the Nile, and was reported to have been killed; but was found by Stanley, as our readers know, at Ujiji, on Lake Tanganyika. Livingstone failed in his patient efforts to explore the great Lualaba, running north to unknown regions, from the country west of Tanganyika, and finally ended his heroic life, in 1873, on the banks of the Bangwelo, one of the great lake feeders of the Lualuba.

In the meantime, as early as 1857-9, Speke had first discovered the great central lakes, Tanganyika and Victoria Nyanza, in 1860-3; Speke and Grant discovered the outlet of the Victoria Nyanza, and Baker, in 1869, penetrating from the north, explored the western arm of the Nile, and its feeder, the Albert Nyanza, while Schweinfurth (1868-71), exploring the Nile valley, called attention to a large river flowing west, the Uelle, or Welles.

Cameron who had sought to participate in an expedition to find Livingstone, which was given up only because news came to the coast that Stanley had accomplished the work, conceived the idea of crossing the continent from east to west; and after reaching and to a considerable extent exploring Lake Tanganyika, he pushed on to the Lualaba, at Nyangwé, fully convinced that it was the begining of the mighty Congo; that the Uelle, of Schweinfurth, was an affluent

and that by following the Lualaba, he would reach the western coast. Baffled in this purpose, and in his desire to pass westward by land to a supposed great lake, called the Sankorra, which he believed to be in the course of the Congo, and from which he expected to pass to the ocean, he was obliged to take a more southwestern route, and finally reached Loanda, in November, 1875, after nearly three years of heroic endeavor and hardship since leaving the eastern coast at Bagmoyo, in Zanzibar, being the first white man to cross the continent from east to west.

It was reserved for our great American explorer, Henry M. Stanley, one of the most remarkable men of the century, to complete the solution of African problems. This he did in his wonderful expedition from Zanzibar to the mouth of the Congo (1874-7). His canoe voyage from a little below Nyangwe down the Lualaba proved that it was indeed the mighty Congo; that it was no affluent of the Nile, as wise and self-sufficient geographers had hitherto maintained, and that, next to the Amazon, it is the largest river in the world, being a thousand feet in depth at its mouth, and pouring into the sea, as Tuckey estimated as long ago as 1816, 2,000,000 cubic feet of water in a second. We have not time or space to follow Stanley in his interesting experience with Mtesa, emperor of Uganda, on the northwest confines of Victoria Nyanza—which great inland water, by the way, he first fully circumnavigated, and showed to be the great feeder of the main branch of the Nile—his unsuccessful attempt to explore the Muta Nzige, another great lake west of Victoria, and supposed to communicate with Albert Nyanza; his journey to Tanganyika, and thence to Niangwe, nor his fearful but romantic, and most exciting contests with cataracts and cannibals. We can only say that his book "Across the Dark Continent," is the most remarkable one of the century, in the realm of travels and voyages.

As to the object of Mr. Stanley's new expedition, the *Athaneum* says:

Mr. Stanley arrived at Zanzibar, in his little vessel, the Albion, on the 18th of March. The secret of the objects of his new African expeditions has been well kept, up to the time of the departure of the last mail; but it was generally supposed that his destination was the Congo, it having been remarked that he carries with him a steam launch and a large cutter, with a quantity of pierced iron plates, evidently intended to form a shield round the boats in case of attack—in short, a sort of preparation just suited for river navigation in a hostile region such as Mr. Stanley passed through on his memorable descent of the Congo. He has engaged a large number of his old followers at Zanzibar, and paid them advanced wages, promising them that they shall see Europe when their work is over.

As indicating the new interest awakened in the future of Africa, we clip the following from the Oshkosh *Northwestern:*

Victor Hugo believes in turning the tide of emigration towards the Dark Continent. At a banquet in Paris a few days ago, in commemoration of the abolition of slavery, he said, 'in the nineteenth century the white man has made the negro a man, and in the twentieth century Europe will make Africa a world. The Mediterranean was a lake of civilization, and it was the duty of Greece and of Italy, of France and of Spain, the four countries that occupied its northern shores, to recollect that a vast territory lay unredeemed on the opposite coast. England was also worthy to take part in the great work. She, like France, was one of the great free nations of the globe, and, like France, she had begun the colonization and civilization of Africa. The latter held the north and east, the former the south and west. America had joined in the task and Italy was ready

to do so. This showed the unity of the spirit prevaded the spirit of the world Hugo then described the magnificent scenery, the fertility, and the navigable rivers of Central Africa, and concluded by exhorting the European nations to occupy this land offered so them by God, to build towns, to make roads, to cultivate the earth, to introduce trade and commerce, and to preach peace and concord, so that the new continent should not be the scene of strife, but, free from princes and priests, should enjoy the blessings of fraternity.'

A large region lying south of the great bend of the Congo, and extending to the regions crossed by Cameron, remains to be explored, which can best be done, perhaps, by passing up some of the great affluents flowing north. The Uelle and other tributaries from the northeast will also, in due time, be visited, and the regions lying thereupon examined.

Africa, however, is not the only part of the world that is to be further explored, nor that is attracting attention. Russia is taking a good deal of interest just now in the more unknown portions of Asia. A late number of the *State Journal* has the following:

At a late meeting of the Russian Geographical Society copious communications were made as to the five expeditions now exploring the interior of Asia, under the auspices of the Society. The most important of these exploring parties is that sent to Thibet, under the leadership of that distinguished traveler, Mr. Prshevalski. On the 21st ult., the expedition left Saisan, and news of it will next be received from the town of Chali. Another expedition, called the Mongolian, fitted out by the society and commanded by M. Potamin, was heard of at Omsk, in Siberia, at the end of May, intending to continue its route through Bisk and Koshagatsh, on the Russian frontier. A third exploring party, lead by M. Pevitzoff, is aiming at Kuku Koto, in Mongolia, while two others have been sent to Khiva, Bokhara and and Samarcand and the adjacent Turcoman territory, to gather geological and other information.

It may be suspected that there is some thirst for more territory as well as for more geographical knowledge at the bottom of these expeditions. However that may be, civilization advances the more the different peoples of the earth are made known to each other.

With Australia, New Guinea, the largest island in the world, it is now said and almost wholly unexplored as yet, together with the arctic and antarctic regions, so cooling to think of at this season of heat, there yet remains opportunity enough for adventurous explorers to gain distinction by making new discoveries.

NEW PUBLICATIONS.

AN AMERICAN DICTIONARY OF THE ENGLISH LANGUAGE. By Noah Webster, LL. D. 1928 pp. quarto. Springfield, Mass.: G. & C. Merriam.

A fresh copy of a NEW EDITION of this magnificent work having been laid before us, we can do no less than call renewed attention to the publication. It is well known to most of our readers that the work was "thoroughly revised and greatly enlarged and improved," a few years ago, by Chauncey A. Goodrich, D. D., late Professor in Yale College, and Noah Porter, D. D., LL. D., President of the same college. For the information of those not familiar with the contents of the book, it may be proper to state, that besides the Dictionary proper, it con-

tains a memoir of Mr. Webster; a brief but valuable history of the English Language, by Prof. James Hadley, LL. D., of Yale College; the Principles of Pronunciation; the best Treatise on English Orthography that we know of, including elaborate Rules for Spelling; a List of Words Spelled in two or more ways, and likewise an appendix, embracing pronouncing vocabularies of Names of Fictitious Persons and Places, of Scripture Proper Names (for both Protestant and Romish versions), of Greek and Latin Proper Names, both Etymological and Pronouncing Vocabularies of Modern Geographical Names; also a Biographical Dictionary; a Pronouncing Vocabulary of Christian Names, with meanings; a list of the words and phrases most commonly quoted from other languages, with translations, Abbreviations, Arbitrary Signs, and a large number of Classified Pictorial Illustrations, in addition to those used in the body of the work.

The New Edition before us contains about 5,000 new words, with definitions, etc., also, a new condensed Pronouncing Biographical Dictionary, containing nearly 10,000 names of noted persons in ancient and modern times, giving their nationality and occupation, and the dates of their birth and death. This adds very materially to the value of the work, but not so far as we know to the price.

Webster's Unabridged Dictionary is a cyclopedia, almost, in itself, and unquestionably the most valuable compilation of the kind in the English language. Probably no work in any language equals it, as a whole — we mean for its varied serviceableness, as a dictionary and book of reference.

A GOOD BOOK FOR STUDENTS, ETC.

On another page will be found an advertisement of Zell's Condensed Cyclopedia. His larger work, in two quarto volumes, is already favorably known to the reading public. But one inconvenience about all the cyclopedias, to persons of small means, is their expensiveness. Then, for many purposes, a smaller condensed work does very well, just as we can often get along with a small dictionary, without handling an "unabridged" quarto. This condensed work is put at so moderate a price as to be within the reach of very many persons, students, teachers and others, who cannot at present afford a larger one. It is also suited to the wants and means of numerous families. It cannot take the place of larger works, but it fills its own place admirably. We notice that a number of prominent papers and educators speak of it in very favorable terms; among them are the New York *Tribune*, the Boston *Transcript*, State Superintendents Etter and Slade, of Illinois, and Von Coellin, of Iowa, the editor of the Indiana *School Journal*, Pres. Bascom, of this state, and many others.

Students, teachers, and others, who wish to earn something during vacation, or previous to entering upon some more permanent business, may very likely find this a good book to canvass for. Such persons will do well to correspond with the general agent for Wisconsin and Northern Illinois, Mr. A. L. BUSHNELL. His address is Bloomington, Ill.

RECEIVED.

A Treatise on the Horse and His Diseases. By B. J. Kendall, M. D., Enosburgh Falls, Vt. Published by the Claremont (N. H.) Manufacturing Co. Price

10 cents. Fifty-third thousand. (This seems to be a valuable treatise on the subject.)

Ought Text-Books to be Supplied Gratuitously to all Children in the Public Schools? Paper read before the Mass. Teachers' Association, by Homer B. Sprague. (An excellent paper, to which we shall refer again.)

New Elementary Algebra. Designed for Common and High Schools and Academies. By Shelton P. Sanford, Professor of Mathematics in Mercer University, Ga., and author of a Series of Analytical Arithmetics. Philadelphia: J. B. Lippincott & Co.

First French Reading Lessons, Embracing the Relation of the French to English, and the Word Formation in the French Language. By Alfred Henequin, Instructor in French and German, in the University of Michigan. Ann Arbor: Ann Arbor Printing and Publishing Company. (We shall notice this book hereafter.)

NOTES.

We issue this number of the Journal earlier than usual, and hope to continue the practice.

Prof. S. S. Rockwood delivered, June 17th, the annual address at the closing exercises of the Albion Academy.

To make room for the note to the case of the *State* v. *Burton*, the "Official Department" is otherwise cut short this month.

The enrollment of students in the Whitewater Normal School, the past year, was 431, and of these 290 were members of the Normal Department.

The Astronomical Observatory of the University will cost fully furnished with apparatus at least $30,000. This is the munificent gift of ex-Gov. Washburn.

The Assembly Hall and the Library Building of the State University, are fast approaching completion. Their cost will be at least $40,000 all furnished.

The Board of Regents of Normal Schools hold their next annual meeting at Madison, July 1-3. The absence of the long-time President, Hon. William Starr, will be deeply felt.

A correspondent in Lancaster, sends us a pleasing account of the arrangements, and of the graduating and class exercises, of a "class of thirteen—eight girls and five boys," at the high school, in that borough, June 13; also, of the alumni exercises in the evening. This is the fourth class that has graduated under the present principal, J. G. Davies, and the largest.

Iowa is having a State Normal Institute of a week's duration, commencing June 30, under the general management of Professor Graham, of this State. The Association of Principals and City Superintendents meets at the same time and place.

A subscriber writes: "Enclosed, find $1.00 or the Journal of Education. I have examined several different publications, but find none which answers the purpose as well as Journal. The news from Whitewater is like messages from home."

Remember the extra inducement to attend the meeting of our State Association at La Crosse, July 8-10, furnished in the excursion to Winona, Thursday afternoon, returning at evening. Nothing is more delightful than a trip down the river among the numerous islands, at eventide, on a large, clean boat.

The Board of Education of Janesville, June 4th, re-engaged for the next year the entire corps of teachers in the public schools of the city. This places Prof. R. W. Burton, the present efficient Superintendent, in charge of the schools another year. No change was made in the salaries.

The Mineral Point high school closed June 13th, with the exercises of its graduating class, which numbered eight members. Their orations and essays were presented in a very creditable manner. Prof. Terry, the principal, on presenting the graduates their diplomas, gave them exceedingly good advice.

PROF. J. M. RAIT, of Brodhead, spends a portion of his summer vacation in Kansas. He expects to attend the annual session of the Teachers' Association of that state, when held at Lawrence.

MISS AGNES HOSFORD, who was appointed this year one of the visitors at the Whitewater Normal School, writes: "The visits were a source of great pleasure to me, and I thank you for the opportunity to enjoy them."

As the annual meetings of the school districts commence this month (with the graded school districts), we suggest that the matter of purchase of apparatus, such as primary reading charts, outline maps, globes, writing charts, etc., should properly be brought before the district meeting, and action taken upon an appropriation for this purpose. Every school room should have from $40.00 to $75.00 worth of such apparatus. A good teacher can do more and better work in six months with apparatus, than in nine months without such helps. They are as essential to the school room as tools are to the workshop. Is it not economy to get them?

THE high school at Black River Falls graduated, June 6th, a class of six ladies and gentlemen. On the occasion, the main room of the school building was tastefully decorated, and a large audience listened to the exercises. The class motto was, "We are learning not for school, but for life." The productions of the graduates are highly commended. The *Independent* published at Black River Falls, says that Prof. Chamberlin's address to the class was kind, earnest, and inspiring. He praised their faithful labors, and prophesied for them lives of usefulness. This paper also refers to him as follows:

Under his able management, our high school has prospered, and to-day it is no idle boast that Black River Falls can furnish as good educational facilities as can be found in any town of equal size in the state. The Professor deserves the good opinion our people entertain of him, as an educator, a citizen and a worthy Christian gentleman.

SUPT. SUTHERLAND, of Portage county, says: "An objection is often urged by teachers against preparation—and with great force—that the present wages do not justify an outlay for a higher education. Now we believe that the assertion 'that the world judges a person at his true worth and gives him a just recompense for his services,' is a true one; and the principle may be applied to educational work as truly as to anything else. Teachers' wages will be low as long as the standard is low, and not until this country sends out a corps of teachers whose intellectual vigor and force will command the respect and esteem of the people, will teachers' labor be appreciated."

He also says that "No live teacher can afford to be without some good educational journal; and the WISCONSIN JOURNAL OF EDUCATION contains more matters of interest to teachers of Wisconsin than any other."

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NEW ENGLAND MUSICAL BUREAU.

Teachers in Music and Elocution supplied to educational institutions. Principals will find it to their advantage to make early application. Address E. TOURJEE,
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New England Normal Musical Institute

Commences July 10, for five weeks. Boston's most eminent professors. A rare opportunity for teachers desirous of higher attainments, and students in every stage of proficiency. Moderate rates. Send for circular to

E. TOURJEE,
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School Room Desks for Sale.

OFFICE REGENTS OF UNIVERSITY OF WIS.
MADISON, May 10, 1879.

We have on hand 40 Double Seat Folding Lid Desks, with Ink Wells, also, Rear Seats for same, accomodating 88 scholars. These Seats were purchased for "Ladies' Hall" recitation room, have had but little use, and would fit up some district school-room very comfortably. Having no further use for them, they will be sold on reasonable terms for cash.

Address, JOHN S. DEAN, *Secretary*.

SUMMER SCHOOL,
OF LAKE FOREST UNIVERSITY.

FOUR COURSES—Physics, Chemistry and German. Designed for *Teachers*. Opens July 7, 1879. Send for circulars to LA ROY F. GRIFFIN, Prof. Natural Sciences,

Lake Forest, Ill.

IMPORTANT ANNOUNCEMENT.

Thalheimer's Histories.

In compliance with a demand for separate Histories of the Early Eastern Monarchies, of Greece and of Rome, MESSRS. VAN ANTWERP, BRAGG & CO. announce an edition of *Thalheimer's Manual of Ancient History*, in three Parts, viz:

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Andrew's Geology.

An Elementary Geology, designed especially for the Interior States, by E. B. ANDREWS, LL. D., *of the Ohio Geological Corps, and late Professor of Geology in Marietta College.* 12mo., cloth, 283 pp., 432 Illustrations.

The distinctive feature of this work is its limitations. It is designed for students and readers of the Interior States, and, consequently, for such has its chief references to home Geology. By thus limiting the scope of the work, it is believed that a much better book for beginners may be made than if far more were attempted.

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ADDRESS.

[Delivered before the State Teachers' Association at LaCrosse, July 9, 1879, by W. H. CHANDLER, President of the Association.]

FELLOW MEMBERS OF THE WISCONSIN TEACHERS' ASSOCIATION:

Another year of labor having been completed and enrolled with the past, and the accustomed time of our annual meeting having returned, finds us assembled for social and professional conference.

The weariness, the anxieties, the perplexities, the labor, as well as the more pleasant and satisfactory features of school life, of that year, have all passed, and it only remains for us to recall them from memory's chambers, to regret or congratulate the part we acted in the moments of their presence and reality, and in either case, to firmly hold and intelligently profit by the lessons experience has enforced upon our willing or unwilling attention.

When the year of the husbandman has ended,—by the increase of his flocks and herds, by the quantity and quality of his products in granary and barn, by the increased acreage his industry and skill have wrested from wildness and made productive, he may definitely measure his profits, and the fruits of his toil. The artizan, also, surveying the finished fabrics or completed mechanisms upon which he has wrought, or reckoning the wages he has received and the subsistence, comforts and pleasures these have brought to himself and to his dependents, may certainly know to what end he has labored. The tradesman, as he takes account of his stock, and balances his ledgers; individual and corporate dealers in stocks and bonds, as they count the dividends or refuse to be comforted because there are no dividends, or as they seek investments for surplus in-

come; the lawyer and the physician, recalling the "cases" lost or saved, and complacently enjoying the fees received alike for saving or losing, all these have concrete, visible, indisputable evidence of success or failure in their vocations. They all deal with material things, and the material gains they secure, measure with certainty the success they attain. They all labor under conditions, largely under their control. The wisdom and experience of the past, the recognized and conceded needs of the present and prospective demands of the future, unite to guide, promote, and compensate their endeavors.

Not so with the teacher. He cannot sit down to-day and tell what has been accomplished — just how successful or unsuccessful he has been. He may indeed tell the amount of his monthly or yearly salary; but how little does that reveal of success. He has been dealing somewhat with material matter, as other workers, and may tell of its control by physical force; but this is only an episode — the merest incident in the business. Some of the conditions under which he has wrought, he may in a measure have been able to control; the wisdom born of the experience and observation of himself and others has aided not a little, and a general conviction of present need and future interests, have contributed somewhat to determine his course; but who has had the prescience to determine what the future will demand of any given pupil, or the discernment to ascertain all the past and present conditions that help or hinder, or might be made to help effort in his behalf?

The fact is, the teacher has been dealing, and must ever deal, with the immaterial, the intellectual and spiritual forces. Because this is so, there must ever be a large element of uncertainty in estimating results. Present favorable indications are not sure guarantees. Neither is present apparent failure to mold the character and discipline the intellect certain and indisputable evidence that effort has been unwise or ineffective. The best of seed, in fertile soil, shooting forth in thrifty stem and branch and leaf and flower, is often marred in its fruit by the open violence of storms, or the secret, insidious, but no less distorting and destructive insect enemy. Every subject of the teacher's manipulation also is unlike every other subject, in its personality and environments, calling for the exercise of the wisest discrimination and judgment, as well as inexhaustible versatility. The teacher has to do, *not* with a single employer, a master in the business, and a careful supervisor of his employe, but a multitude of patrons, almost entirely unfamiliar with the general principles and

the details of school management, and frequently only acquainted with the principles and details employed through the distorted reports of immature and restless, if not insubordinate and vicious pupils.

When we remember, and give full force to these facts, is there any occasion for surprise that the reputation of teachers for success is so uncertain and variable? And when we add the consideration (which I suppose many who have arrived to the age usually termed the age of discretion, are willing to concede), that teachers are persons of like passions with human beings, and that the single, though double appendage of wings, would make them angelic in neither disposition nor wisdom, is it not rather a matter of surprise that so many attain to the high estate of well nigh universal esteem and regard as successful teachers?

The hasty, inconsiderate, and illogical judgments, which condemn teachers, and assign them a secondary rank, or unintelligently advance them to the highest honor and most fulsome praise, are not the judgments which are to be on the one hand most appreciated, or on the other eagerly sought. Conscious of measurably fair preparation for the high calling, conscious of intellectual and moral integrity in fibre and in work, conscious of honest endeavor to lay broad and deep foundations upon which may be built comely and symmetrical and upright intellectual and moral superstructures, rather than to gain present applause by showy shams, which will only dissipate and weaken intellect, undermine morals and dismount the will, or emasculate it of all right impulses, one may well hold in light esteem the frivolous decision of the unthinking or superficial potentate of public opinion, however prevalent or however inconvenient or adverse to himself.

But there is another realm for criticism and judgment, which is legitimate, which is not to be despised or rejected without giving it due consideration. That judgment is abroad in the land to-day, in its criticism of school men, school work, and school systems; it does not always find the most exact, coherent or logical form of expression possible, but its end and aim is unmistakable. In some localities it finds expression in attacks upon old and long established systems and advocacy of new systems,— assault upon classical studies and advocacy of substituting scientific studies. In other localities by attempts to array public sentiment against high schools, and the connection of the state with all so called higher education. In other localities still, by

opposing Normal Schools; and I am inclined to attribute much of the common school criticism and raids upon text-book dealers to the same source.

Of course, much of this that is said in these days upon these and divers other matters, is just as unintelligent and inconsiderate as any judgment upon individual teachers. But after all, through it all does there not run a chord of harmony, an undertone based upon the consciousness of something wrong, to which we do well to take heed?

If your patience will bear with me a few moments, I will try and interpret what I hear through all these discords — discords so utterly inharmonious and harsh, that have excited antagonisms so strong that it has been difficult to restrain and curb them long enough to patiently seek for the key-note from which they all proceed.

I cannot better epitomize these modern criticisms than by quoting a paragraph from one of the most intelligent and forcible of these modern critics. He says:

"We are suffering from the false conception that there is or should be a steady grade practically existing from the primary school to the university. It is assumed that there is a regular succession, by which each school is the complement of the one below it, and the preparation for the one above it, that by some survival of the fittest, the best pupils in grammar or district schools pass to the high school or academy; the flower of these to the college or university, and that a final sifting deposits the highest culture in the professional and special schools. Now mark the practical evil of this theory. It tends to shape the course of study in each school with reference to the one above it, rendering the course thus subsidiary to some other. But in the vast majority of cases, the second course is never followed, and the scholar in such cases finds himself not qualified for *life*, but qualified for some special advanced *study*, which he cannot even pursue. The weakest joint is plainly between the grammar school and the high school. It should be taken for granted, in laying down studies for pupils in the grammar school, that they are not to pass into a school of a higher grade, and that the education they receive in the school which they are able to attend, is all the formal education which they will ever receive. In other words, the many should not be sacrificed to the needs of the few, especially when the few are usually placed in circumstances which make them independent of the state's aid."

The same writer proceeds to urge that a boy who is to receive a

classical education ought not to waste his time in doing the work of the present grammar school course, while the one who is only to complete a grammar school course ought to have very different work from that now prescribed. That we ought to cease the practice of developing our local institutions out of their past, rather than out of some philosophy of education.

If sentiments like these mean anything, they mean that there is unrest and dissatisfaction with the results of our system of education, so far as they affect the great bulk of our school population; that there is an incompleteness and indefiniteness in the means and in the ends of that system. That only in exceptional instances do the products of that system leave the school for the sphere of industry and activity which their conditions of life assign them, equipped as they ought to be for grappling with the difficulties and responsibilities incident thereto. These views, it must be admitted, find some measure of confirmation in facts within the observation of the most casual observer. The common or ungraded schools are practically the grammar schools of our commonwealth. From these go forth the largest proportion of the future citizenship, and in these is given and received whatever of training, discipline, and instruction, these citizens are afforded as a preparation for their life work and responsibilities. Moreover, from these come a majority of the teachers who will perpetuate the good or evil which these schools promote.

In the habits of industry or idleness; of attention or listlessness; of promptness, punctuality, regularity, or otherwise; of veracity or untruthfulness; of a sense of honor, regard for constituted authority, and of the rights of others, or the absence of these; of good manners, reverence, and cleanliness of heart and person, or their opposites, which these schools promote, we find the gauge by which to measure their worth or worthlessness, and one which public opinion will, earlier or later, inevitably apply. No less will a like gauge be found and applied, in the taste for and love of literature, and the power to read and comprehend it; in the power of continuous, correct, and logical thought, and the power to express thought correctly, orally and in writing; in the power and habit of observation, evinced in comprehending the relations of ordinary facts, and in a general intelligence in regard to the ordinary affairs of human life, which these schools promote and secure.

Judged by these standards, weighed by these balances, more or less

clearly discerned, and found wanting, indiscriminate denunciation has been poured out. Much that belonged to the parent to secure, has been charged to the teacher and the schools; much that would have resulted, has failed because the system had not free course, but was thwarted, opposed, and prevented by individual or concerted opposition or inadequate trial. Notwithstanding, I am mistaken if we are not conscious that somewhat of fault lies in us, in our methods and aims; that our critic is not so very far amiss in charging us with effort and aim to prepare pupils for something higher in the course of study rather than to step out at any time, with something of completeness up to the point at which school work ceases.

I am persuaded that no little of this dissatisfaction arises from the belief that in the processes and methods of primary and intermediate grades, if not in grammar grades also, there is altogether too much meagerness — too much expenditure of time and energy and means for the results obtained. That the ideal method of development, evolution, if you please, is far too gradual — is almost oblivious of the fact that a child entering upon school work knows *something* already, has some powers of mind and capacities for application and comprehension which need to be recognized, not ignored; given exercise and field for activity, not repressed or eliminated by disuse or insufficient opportunity for expansion by inadequate exercise.

Not only in the realm of purely intellectual culture is there note of dissatisfaction. In the spheres of morals and manners do we hear criticisms upon every hand. If we are to believe all we hear in this direction, we must conclude that our public schools are hot-beds of vicious habits and tastes and immoral conduct. On the other hand we find the utmost sensitiveness upon the matter of introducing anything like compulsory religious exercises in school work. Evidently there is a wide-spread determination that all such compulsory exercises shall be eliminated, and yet a demand that the product of this associated school life shall be pure, polite, and virtuous. I confess, I look with many misgivings upon the experiment. But the situation is this. It is a transitional state. The teacher must at least formally abandon the former basis of moral instruction, and yet secure purity, honesty, integrity, gentleness, in the pupil. What the new basis may be, or what the new methods may be, that is be, in the sense of the allowable, is yet to be determined. In this the weak expect and have a right to demand the help and counsel of the strong. It is possible that the very necessity of change in method may induce greater

attention to the subject itself, and secure thereby greater efficiency in this direction. Unfortunate indeed will it be if the result is less thorough training in this department, or the abandonment of all effort to cultivate the moral nature of the children of the commonwealth.

To summarize, the demand seems to be:

1. That courses of study shall be so revised that each section shall be adapted to promote the ends sought to be reached by the masses pursuing that course.

2. That the ends of all courses shall be recognized to be preparation for the activities and responsibilities of actual life.

3. That better work in this direction shall be done with less waste, with more economy.

If this be so, then any and all attempts to prescribe a course of study for ungraded schools, and for graded schools, up to the point of the high school, becomes a matter of the highest importance, worthy the best thought and effort of the best minds.

Not only in our own state, but in other states, is this matter receiving attention. I have regarded with favor the agitation of this subject, and am fully committed to the scheme. Not that I believe that such a plan is feasible or desirable, in the same sense in which it is in vogue in the cities and villages, where graded schools prevail. I am firmly persuaded, however, that it *is* practicable, desirable, and imperatively necessary in order to attain the highest efficiency and economy of our schools of this character:

1. To determine the point at which any given study shall be taken up, and the point to which that study shall be carried.

2. To separate the area included between the points of commencement and conclusion into sections.

3. To provide for examinations which shall determine pupils' qualification for entering upon any section of any study, and providing tests and certificates which shall be known and recognized as attainable, and, satisfactorily passed, be evidence of having completed the section to which it applies.

4. To so arrange the studies in these sections that there shall be the least possible repression of ability, industry, and application, and the utmost possible legitimate stimulus to all these and other qualities.

5. To thereby do away with a large measure of the charge of wastefulness, incompleteness, and inadequacy of our lower schools to meet the demands of their patrons.

6. By this means to greatly assist the average teacher in the direction of system and organization, and to promote more intelligent acquaintance of patrons with the work of the school, and co-operation therein.

It will be perceived that I have no idea that, by this means I would insist that all pupils pursuing a certain section of reading, for instance, shall at the same time pursue the corresponding section in arithmetic, or grammar, or that necessarily all the work must be done in the school-room; but wherever proficiency to the degree of passing the test may be attained, the pupil may be entitled to advancement.

I commend this whole subject to your thoughtful attention, assured that this Association hitherto exercising so potent an influence in promoting reforms in the school work of the state, will accurately determine the merits of this proposition, and take position thereon, accordingly.

A comparatively poor system of schools might be made quite efficient if it could enjoy the confidence, co-operation, and intelligent interest of the community. It is a lamentable fact that comparatively few in a majority of the school districts of the state, manifest interest in the school at all commensurate with its importance, either as related to themselves personally or to the commonwealth. A few weeks ago, a statement that within a stated brief period of time, in this city of La Crosse, several hundred citizens had visited the schools, was passed around the state by the newspapers, as one of the marvelous, well-nigh incredible occurrences, not to say improprieties, that will sometimes take place in the best regulated states. What can we do, individually or collectively, to change this apathy to interest — this neglect to fostering care and attention, this abounding ignorance to intelligence — this prevailing cynical gossip and diatribe to fair, honorable, and friendly criticism?

It has sometimes occurred to me that in co-operation with the state department and following the practice of the fathers, the founders of this Association, there might be found and enlisted in every county in the state, three or five men, who would go out into the wildernesses, lift up their voices and cry to the people, arouse their attention, incite interest, diffuse information, and make the darkness luminous with light upon this matter of public education and public schools. Endeavor to disabuse the public mind of the impression that there is a single citizen, high or low, rich or poor, young or old, male or female, ignorant or learned, childless or otherwise, that has not much

at stake in this matter; that such as are actively and personally engaged in this work, belong to the great fraternity of laborers for the public weal, which embraces all patriots, lovers of law, order, liberty, prosperity; that they are contending for no pet methods, or theories, but honestly seeking the best way to promote and insure the greatest good of the greatest number, with the greatest directness and economy possible. Again, it has occurred to me, that possibly through auxiliary associations, connected with this as parent, the same thing might be effected. I commend this question to you, also, assured you will do what you may deem wise, that the imputation of selfishness may not be truthfully laid at the door of this organization, or that of sin against the state, upon the principle, "He that knoweth to do good and doeth it not, to him that is sin." I dismiss this subject and relieve your patient attention with a single further remark in regard to so called higher education, and one of the "signs of the times" relating thereto.

The passion for providing collegiate, university, and even to some extent professional education for all who choose to accept them, at the charge of the state, may be said to have become well-nigh epidemic — the settled policy of a large proportion of the states. The consequence is, a large number of well-equipped institutions ably officered, both in executive and instructional force. The experiment is fairly launched. The results are being watched with no little and no unintelligent attention and interest. So far, regarded from a purely scholastic standpoint, expectations seem to have been fairly realized. That is, very many of limited means, who probably would not otherwise have been able to do so, have enjoyed the advantages of extended classical, scientific, or professional instruction of a high order. In the various arenas of human strife for precedence or success, their graduates have measured arms with all competitors, and won victories for themselves and honor for *alma mater*. Especially in the department of science, have these become noticeably the leaders of thought, and the pioneers in the field of discovery. But the experiment is not complete. The opponents of this system still regard with misgivings the propriety or the wisdom of the state in thus occupying this province of educational work, especially as it must be pursued with the same limitations with regard to the moral and religious elements that are imposed in the elementary schools. Claim is made that left without restraint, guidance, or training in the higher, spiritual faculties, the product will be leaders ignoring or antagonizing revealed religion

and an ultimate loss of all the restraints in social and civil relations which come from a recognition of moral obligation and spiritual destiny in human life. Let us hope that the few who by unwise utterances of avowed skepticism and derision of well-nigh universally accepted faiths have aroused antagonism to this system, are not the exponents of the legitimate fruits of these institutions; that our private and denominational colleges will so continue to hold up the high ideals of life as embodied in the culture of the higher as well as the lower — the moral and spiritual as well as the intellectual faculties, that they shall challenge the admiration and competition of all who labor for the weal of the state, and lead them to measure all intellectual strength by its power for usefulness.

The year now passed. It has not been without its memorable incidents. Some of the conspicious and widely-known workers, wont hitherto to walk and work with us, will do so no more. Some equally prominent as teachers, but who trod other paths and were not identified with this Association, but who walked by the same rule and in the same spirit, have ceased from labor, and the places that knew them will know them no more. By your request and by my invitation, other and abler pens have written tablets in memoriam. Many humble, patient, honest toilers, strangers to fortune, and to fame unknown, have passed away. Individually as we know them, we do them honor; collectively, publicly, we record our sincerest conviction, that the state suffers no greater loss than when a true, devoted, efficient teacher leaves the corps for other avocations, or for the dreamless sleep.

The year to come. What shall its record, its harvest, be? Appropriating the language of an associate, for many years, in one of his public addresses, whose recent death abides with me as a personal bereavement, I say, to you teachers of the state, the state confides an important trust, and I tender you the possibilities of this coming year; to you, an army whose mission is peace, and whose battle-cry is progress. Not to the boards alone who employ you, are you responsible for faithfulness to this high trust; but to every earnest young man or young woman who may come to you for inspiration and discipline, and to every child whose spirit is to be quickened or deadened by the agencies which you shall set in motion. The work of the teacher requires infinite patience, and well it may, for it bears infinite results. Be not weary in well doing; for no richer or riper fruit can age pluck from the fruitage of life, than the consciousness of lasting good, accomplished *in* the present, and *for* the future.

One year ago this association, by resolution, declared in favor of incorporating a kindergarten with one or more of the normal schools of the state, and directed the President to communicate the resolution to the Board of Regents. At a meeting of the Board in February last, the subject was carefully considered, the Committee on Teachers making an elaborate report and favoring the experiment. The Board ordered an inquiry by a committee on the feasibility of immediately incorporating such a department with the school at Oshkosh. At the recent meeting the committee reported that there were present local reasons for not making such an experiment. The Board thereupon voted to put into each school a selection of kindergarten literature, and a set of kindergarten material, and also appointed a special committee to prepare and report, at the next meeting, a plan for a building for this purpose, at Platteville, the cost of the same, and of equipping and supporting the school at that place.

Learning that the Minnesota Teachers' Association proposed holding an annual meeting at Winona during the summer, I corresponded with the President, Professor O. Whitman, of Red Wing, with a view, if found practicable, to hold the meeting simultaneously with our own, and having one day of joint session of the two Associations. This arrangement was not made, but I am happy to welcome the President of that Association here to-day, in your behalf, as well as representatives of the normal schools, county superintendents, and public schools, of that great state. No less it is a pleasure to greet visitors from Iowa, here to-day, and to accord one of its distinguished workers a place upon our programme. If in the years to come, that enterprising state shall need fresh, vigorous blood for university or other departments of educational work, we invite her to forage liberally among Wisconsin reared and trained teachers.

In making preparation for this meeting of the Association, my labors have been made comparatively light by the cheerful and hearty co-operation of all who were invited to contribute in any manner to the exercises. Thankful for this spirit, I trust we shall respond to it by attendance and attention to the close of the meeting. The public spirit, and systematic and efficient arrangements of the citizens of the city, for our entertainment and pleasure, have relieved me of nearly all care, attention, and even correspondence upon that part of this subject, and are deserving of all praise and gratitude. Surely, if this meeting fails to be an occasion of recreation and personal enjoyment, the causes must be sought in ourselves, and not in our hosts, or in their lack of regard and provision for our comfort and pleasure.

THE TEACHERS INSTRUCTED IN OUR INSTITUTES.

[Paper read before the Annual Meeting of the Institute Conductors, at La Crosse, July 8, 1879, by Hon. W. C. WHITFORD, State Superintendent.]

The annual reports of the county superintendents show that only about one-half of the teachers employed in our public schools receive any instruction in our institutes. The absentees can be divided into at least three classes. The first embraces those at work in most of our city schools. They have the opinion that the teaching given in these institutes is not adapted to their needs. It is admitted that the teachers of our country schools are the ones selected to be most benefited by these institutes; but still, the few attending from our cities find that they are greatly aided, especially in the charge of the lower departments of their graded schools. An attempt has been made this year to interest more teachers in some of the city schools in the institute work, but the results thus far have not been altogether satisfactory. The second class is composed of those who have been engaged for several years in teaching in the ungraded schools. They are so wedded to the old-fashioned methods of conducting schools, or they have already been so drilled in the institutes of former years, that many of them have no desire for further improvement. It is useless to say here that such do not exhibit the true spirit of their profession. While we commend their practice of teaching longer than a few terms, we know that they must ultimately be crowded out of the school rooms by those who make their work fresher and more closely related to the recent progress in the management and instruction of the schools. The third class includes a portion of our most transient teachers. They are employed in our schools on an average less than two years of their lives. As is evident, they have not sufficient interest in school keeping to meet the expenses necessary to attend yearly the institutes, and to acquire the valuable information there imparted. Since no other class of our teachers need so imperatively the training furnished by the institutes, the problem before us for solution is, what plans must be adopted to induce a larger number of this class to be enrolled each year by our conductors.

Must our institute instruction be made more attractive and more practical? It is conceded that it is not surpassed elsewhere. Can it be made more exactly and completely adapted to the wants of this class? There is no dispute but that our institute system is a growth

and that it seeks chiefly to satisfy the requirements which these teachers furnish. But the defect does not lie in this direction. We demand more stringent regulations for securing the attendance of this class, and also the members of other classes. The inducements offered by the county superintendents have no influence over them. They disregard his arrangements to give them credit on their examination papers for their attendance. They are fortunate enough to obtain usually the six months' license to teach, without the percentage granted sometimes for appearing at the institutes. As long as this appliance is indispensable to prepare the great body of our teachers in our public schools for performing the best work, they should be compelled by statute to receive its advantages, and school districts should allow them full wages for the time in which to attend, when their schools are in session. Since this non-attendance of teachers is due occasionally to the indifference of the county superintendents to the work of the institutes, these superintendents should be required, under stringent provisions of law, to labor with their teachers to secure their enrollment in these institutes.

There are two fundamental reasons for the organization and continuance of the institute work. One is the instability of teachers in their calling, requiring annually a large and fresh supply to take the the places of those who abandon teaching. The other is the incapacity of our normal schools to train all or even a majority of the public school teachers. In exemplification of the former it may be stated that the members of our institutes who have been teachers, have not taught on an average more than twenty-two months, and of the whole number attending the institutes each year, one-fourth have never been engaged in teaching. This condition of affairs is not likely to change very rapidly. So the instruction given in our institutes will be largely elementary for some time to come, as it has been in the past. The same points in reference to the management and classification of the pupils ; the same rules for securing good order, attention to study, and patient industry in the school room ; and the same methods for conducting recitations, will have to be discussed season after season by the conductors. It will have to be line upon line and precept upon precept, expecting the advancement made to be here a little and there a little. To satisfy the more intelligent teachers at the institutes, and to avoid the monotony and tread-mill routine of this work, it is necessary, as we have found, to introduce also the newest suggestions in reference to the common branches, and to adopt

the latest improved plans for the organization of our schools. We cannot expect to exhaust this subject in our life time.

It is idle to think that an institute is a substitute for a normal school, and still it aims to accomplish a portion of its work. It strives to produce a more lively interest in the elementary studies of the public schools. It helps the teacher in detecting his deficiencies in understanding these studies. It enables him to grasp more clearly the important connections between the different subjects presented in any one study, and between the studies themselves. It guides his mind to inquire after the principles which underlie the operations of his school room. It suggests to him the means by which he can economize his time and efforts in hearing recitations. It leads him to manage his temper, to cultivate his love for children, to arouse quick thought and earnest feeling, and to meet the solemn obligations resting upon him in his position, so that he may be a successful teacher. We admit that these results can be obtained by far more perfectly in a school where the teacher receives a professional training; but until we can depend upon schools of this kind to supply most of our teachers, we must resort to the institute to meet the immediate and pressing demands upon us.

It seems to me that we should soon secure the attendance of more teachers at our institutes, who are better informed on all the subjects embraced in the common school branches. This year the outline of the studies taught in our institutes was published early, and copies of it have been sent to the county superintendents to be distributed among those who purpose to attend the institutes, so that the particular points presented in the outline might be carefully examined beforehand, and the teachers might grasp more readily the instruction imparted by the conductors. Our institutes should, in my opinion, be relieved of a great portion of their labor in simply teaching the rudiments of common school learning. In time a knowledge of these should be required for admission to our institutes. Then more attention could be given to the discussion of the principles and methods of school keeping. It is safe to say that at least one-third of the labors of our teachers in the country schools, is lost from a want of the knowledge of the best plans for classifying the pupils and for attaining proper results in the recitations. With a more definite conception of the essential principles and of the best methods of applying those principles to the conditions of the school room, our teachers could more readily acquire skill and confidence in their work. The

means established by nature for approaching the minds of children, for forming in these minds, for molding their operations, for procuring the healthy development of their faculties, and in fine for character building, these means are fixed and clearly defined. They should be thoroughly understood by our teachers, and thousands of them will have no idea of these means if they are not taught them in our institutes.

But the chief product of our institute work is to quicken the enthusiasm of our teachers. The impartation of knowledge gives intellectual activity. The conscious fitting of oneself for a special sphere or calling, arouses mental energy. The possession of power to be employed for useful ends impels the soul to take up earnest and continuous labor. The leaders of the institutes, full of this so-called divine impulse, do exert a magnetic influence over those under their instruction. This condition of their minds becomes to these teachers the standard which they endeavor to reach in their work. A master in the school room, full of life, bright thoughts, cheerful feelings, ardent love for his pupils, and conscious that he is making real impressions on their minds, will accomplish acceptable work, though he may not be well versed in his studies and he may be guilty of some blunders. This enthusiasm is sometimes repressed by the lack of sympathy with even the bashful and backward teacher in our institutes, by the too critical and exacting methods occasionally employed by conductors, and by the lecturing style, the pouring-in process, which places the hearer in a receptive and idle mood. Enthusiasm depends on the free, self-active, and vigorous movements of one's mind.

How many of our schools have these inspired and energetic teachers? Visit some of them and discover what listlessness, what drowsiness, and what actual laziness need to be removed from the minds of their pupils. I have this year been in a few such schools, when I felt that it would be a relief for some one to scream out or make a hubbub of some sort to break up the dullness. A teacher who has attended our institutes a single session, should be so taught and impelled that he has the faculty to enkindle a fervent interest in his classes, and to stir the members of these classes to enjoy the intense activity of their own thoughts and feelings.

As our institutes are open for the admission of all who desire to be taught in them, we find that their members have a great variety of attainments. Our system does not allow us to classify these members

into sections and furnish each section with separate instruction, as is done in the school room. So each institute presents a single class, with members having different degrees of preparation and different degrees of interest in the instruction. These can be divided into three groups: Those who are well informed, have active minds, and are desirous of attaining the best success in teaching; those who have a fair knowledge of the common school studies and the school methods, and are really anxious to make some improvement in their work; and those without much preparation, and those sometimes with considerable preparation in their studies, but having no wish to take an active part in the exercises of the institute. The members of this last division have been called the mere observers. What to do with them presents the difficulties in this portion of our work. The bright and ambitious teachers can be restrained so that they shall not monopolize most of the attention of the conductors in the institutes. We can prepare our instruction specially for those with average qualifications, and seeking honestly to improve; and we can exert ourselves with all our power in the institutes to encourage and teach them.

But the indifferent teachers, who form quite a large number in our institutes, cannot be reached by such management. They annoy frequently both the conductors and the other members of the institutes by their inattention, their disorderly conduct, and their failures to perform the parts assigned to them. They often leave the institutes before the final sessions are closed. Their main purpose is to become acquainted with each other and have a social time. To dismiss them from the institutes when their indifference is discovered, is not exactly proper, as they be benefited in some degree by their retention. In some cases it might be advisable to organize them into a section by themselves, and require them to maintain good order and listen to the exercises of the others without participating in them. The presence of the county superintendent should be required, so that he may note their idleness and their incapacity, and thereby be aided in the formation of his judgment of their ability to take the charge of his schools. In this way he can, in all probability, induce some of this class to become really interested in the institute exercises. It is without doubt too early to suggest the introduction of some plan for the examination of the teachers before they are admitted to the institutes. But a requisite of this kind has some merits and may be adopted in time. The conductors should employ such

arrangements as will secure better attention on the part of these teachers and enable them to feel the necessity of exerting themselves to understand and use the information presented; and they should make special and continued exertions to lead these teachers, by the spirit exhibited toward them, by the nature of their instructions, to regret sincerely their indifference, ignorance, and unfitness to perform successful work in the schools.

THE NEW EDUCATION.

[Paper read before the State Teachers' Association, at La Crosse, July 11, 1879, by Prof. HENRY SABIN, Clinton, Iowa.]

No individual wears always the same face. A photograph, which appears natural to one, seems to another wanting in some essential point, though it may be the face of a mutual friend. So educational questions, while having many things in common, must be discussed with great allowance for the various circumstances of place, time, and race with which they are entangled. The ideas of certain thinkers gave rise to a new system of education in the old world. An attempt to transfer it to the new, unmodified by the strange conditions of American society, must prove a failure. It does not follow, however, that the ideas upon which this system is based are not worth considering. Indeed, they are so full of material for thought, they come so near the life of true learning, they are so akin to nature, that our system of schools can only hope to approach perfection, as teachers learn the precepts and imitate the example of these men. And this, not to awaken a transient enthusiasm for something new, not to reject anything which experience has taught us is of value in American life, not to pull down for the pleasure there is in building up; but to kindle a warmer glow of thought, to rouse an irresistible impulse towards a nearer approach to humanity, to compel an unlifting of the whole being into the purer, holier atmosphere of unselfish love.

I wish, first, to consider a few of the main ideas upon which the New Education is based, selecting those which are most practical.

Rousseau, who aspired to be the founder of the natural method of education, attempted to array nature against art. "Childhood," he says, "has methods of seeing, perceiving, and thinking peculiar to itself;" this is nature. He adds, "nothing is more absurd than our being anxious to adopt our own or foreign methods in its stead;" this is art.

As the author of the New Education he defines it to be "the art of

guiding without precept, and by doing everything by doing nothing." He sums up the objects of his system when he says, "natural education must fit a man for all human relations."

We are not to infer, however, that this New Education would leave a child free to grow up as directed by chance. On the contrary it would carefully guard him against all adverse influences. All which is artificial is to be shunned, and that is artificial which weakens the body or degrades the intellect. The instructor must make himself a child, must study the child, must grow up with the child. He is not so much a teacher as a guide; not so much a governor as a playmate; but he is not to correct nature in anything, lest he destroy the personality of his pupil. To reach the age of discretion, possessed of a sound mind in a sound body; to be devoid of anger, malice, envy, hatred, and all kindred vices; to know few things, but to know them well; to possess the power of requiring knowledge, and a hungry desire to know all things, was the education Rousseau designed for his imaginary child. To achieve the realization of Rousseau's ideal education was a difficult task.

The man who could make the attempt with any prospect of success, must unite the simplicity of the child to the wisdom of a sage. He must be pure in heart, devoid of selfishness, full of lasting enthusiasm. Such a man was found in the person of Pestalozzi. One of his cotemporaries describes him as "that grand inappreciable man, whose ardor for the improvement of his fellow men, age has not been able to dampen, and whose heart ever burned with a sacred fire for the human race."

With Pestalozzi the family was supreme and the mother was supreme in the family. He said, "maternal love is the first agent in education." The "starting point of the child's education was the cradle—what was most demanded of the mother was a thinking love." As the child progressed the senses were to be carefully trained, vigorous growth was to be encouraged, but in no way to be forced. The activity of the teaching mind was to be an aid, but not to supplant self-activity on the part of the child, which he considered the highest aim of education.

As the apostle of the New Education Pestalozzi taught that from the first dawning of consciousness, every incident in the child's life should be made to teach him some useful lesson, and to inculcate the habit of thinking upon what he sees, and of speaking after he has thought. To reduce the principal features of the Pestalozzian method

to a system expressed in concise yet intelligible language, is not possible within the limits of this paper. He attempted to find the exact time of life when instruction should begin, and to so conduct the tuition of the child that it should be subjected to a certain order of succession, and his progress be kept exactly parallel with his development. The elements of instruction with him were form, number, and language.

The perceptive faculty must be earliest developed, because, thus only can the child be made independent of his teacher. He originated, not so much the idea of "object lessons" as of "objective teaching," which aims chiefly at mental growth as a means to the acquisition of knowledge and skill. Under his system we look for a gradual enlargement of the child's sphere of knowledge, a clearer and more precise consciousness of perceptions, and a power of language sufficient to express clearly whatever has become an object of his consciousness.

Following Pestalozzi came Froebel with his kindergarten. Froebel was not an imitator, neither was he a philosopher. He was rather an inventor who succeeded in reducing to system and practice the crude theories of his associates and predecessors. The fundamental idea with him is that the child's education should be founded upon his innate love for activity. With him all occupations are plays, and all materials are gifts. He would attempt to satisfy all the demands of the child's nature, both physical and mental. He would awaken new desires, but in exact ratio with the teachers' power to them. The plays must be carefully adjusted to the capacity of the child that they may not retard those capable of more rapid advancement, nor crowd in the least degree those with less active minds. He would take complete possession of the realm of nature. Acting in and through this realm, the child is to be made to see that reason is the only law, and compliance with reason the only source of real pleasure.

In the kindergarten the greatest attention was to be paid to moral training, to personal habits of order, cleanliness, and to the amenities of polite life. In truth, the founders of the natural method insisted upon training the child as a rational and immortal being.

I have thus endeavored to state fairly and concisely some of the principles upon which the New Education was based. Let us now see how it differs from the old. We have seen that the New Education assumes that nature is always right and therefore always a safe guide. The old school assert that nature must be assisted by art; that civilization is itself an artificial state of society; and that the ed-

ucation which fits the child for it must be largely artificial. The teacher, as a superior being, on a higher plane, must bring the child up to his level by a series of dead lifts. It recognizes the fact that education is a natural process, but it attempts to force it into certain grooves by unnatural means.

In its modified form, it admits that education is, and should be, a natural growth; but it also claims that this natural growth must be closely watched, and carefully trained; that certain habits of thought and action must be thoroughly eradicated and others induced to grow in their places. That nature is helpless to the extent that the child is born with certain inherited traits, the fruit of wrong training upon preceeding generations; that he comes to the teacher's hands confirmed in wrong habits by home training; in short, the old school claims that all which is artificially wrong, can only be corrected by that which is artificially right. In its radical form, the Old Education makes much of memory, and but little of the perceptive power. The child has certain knowledge of anything, because he has the word of his teacher, or the statement of his text-books. The teacher requires attention on the part of the pupil, and attempts to enforce it. Failing in this he makes continual corrections and reproves often and sharply.

The new attempts to secure attention through the skillful presentation of choice material, suited to the child's mind. As far as art is an attempt to realize, in a particular case, some idea, the Old Education is an art. As far as science is developing an idea in a general sense, applicable to all cases, the New Education is a science.

The two schools differ still more in æsthetical and moral training. The old makes little of the beautiful. It does not seek to train the eye to see, nor the hand to form, nor the ear to hear; and where these powers exist, a little germ, planted by nature with some good intent, it carefully obscures them by a mass of hard, dry facts. But in the new, the pupil is taught to interpret the trees, the waters, the flowers of summer, and the crystal forms of winter, into a living though unwritten language.

Our ears may be too gross to hear the voice of nature; her song may seem to us all tuneless, or we may think her dumb, because we are deaf; but the child, once charmed by her music, knows thenceforth no sweeter strains; once taught to worship in her language, he knows henceforth no higher form of speech; and nature, in her turn, desires no sweeter singer in her courts, no purer worshiper at her altars than a little child.

In moral training, under the old education wrong is always punished, if detected; right seldom rewarded. Unconditional obedience is required as a means of escaping punishment. Love of self-approbation is appealed to, but self-respect is neglected. Conscience, love of truth, virtue,—these are left to be developed by chance. The pupil is constantly confronted by the terrible words, "He who has a bad character, must create for himself a better one."

Under the new the words of Peztalozzi are full of hope to the teacher and pupil, "Faith must be cultivated by an act of believing, not reasoning about faith. Love by an act of loving, not by fine words about love." "God is the nearest resource of humanity."

What influence should the new education exert upon our schools? In the first place, it will demand a different preparation on the part of teachers.

The Pestalozzian principles are defective. The methods are not all suited to our wants, but the Pestalozzian spirit, through which education becomes nurture, is universal and of universal application.

Not only is it necessary to care for the child's body, but to teach him to care for his own body,—the laws of healthful being. The teacher is not only to correct bad habits, but to correct them by aiding in the formation of better ones. But few children need to be stimulated by artificial means; they all need to be encouraged in every right effort, but few need positive punishment; they all need restraint.

The new education, in theory, would govern the school by teaching the child through natural means, to distinguish right from wrong, truth from error, honor from shame, kindness from cruelty, virtue from vice. The skillful teacher may so far approach this ideal as to form a strong public opinion in the school on the side of law and order, while he still retains the coercion of the old school for the poor, unfortunate ones who, through some faulty home training, or some defect of nature, cannot be otherwise reached. The new education teaches us that that teacher will best govern his school who can enter most heartily into the every day life of his pupils. The disciples knew that the master had been walking with them, because their hearts burned within them as he talked.

I do not say that we have pushed too far our requirements for teachers in book knowledge, but we have pushed too steadily in one direction. We demand that they shall know what and how to teach, —the next and more important step is that they shall know *why* they do thus. It is not the art of the old school, it is not the science of

the new, it is art joined with science; it is the culture derived from books, the skill of a trained mind knit to the gentle yet irresistible power of nature, which characterizes the best teaching. Some one has said that Jefferson, the great actor, has entered so entirely into Rip Van Winkle, that as he walks the streets he is not quite sure that "mine dog Schneider" is not at his heels.

If I am not mistaken, the greatest want of our schools is not alone better primary instruction, but better instruction in all grades. The superintendent of the Boston schools says that "instruction in the primary grades has an almost awful grasp upon the future." It is very true, but that grasp is strengthened until it takes hold upon all the after life of the child, by every year's instruction beyond the primary grades. We need in the primary grades, not teachers of superior knowledge, but rather those of a wide range of information, not only those who are especially fitted for primary work, but those who have made that grade their special study, and are not willing to attempt to teach in any other. We need in the grammar grade teachers who know how to build upon the foundations the primary teacher has laid, who have had a peculiar training for that building work. The positions in our high schools and colleges should be filled with men and women of broad practical views, as well as scholarly habits, and who therefore are best fitted to direct the youth just before he enters his chosen vocation for life.

The teachings of the new education lead directly to special training for special work. So in our country schools; teachers to merit success should be required to spend much time upon elementary instruction, endeavoring to give an impulse to the self activity of the child, rather to push him rapidly forward to undertake a higher branch. The preparation which the new education demands is that the teacher shall recognize the fact that child nature is only human nature in its purest form. A preparation not so much mental or intellectual as spiritual, if I may use the term, reaching the personal consciousness, the inner sense; not forming a lofty ideal of something or some one without, but making him that ideal to himself, a type of that perfect man which is

—"the one immortal thing
Beneath time's changeful sky."

The new education should influence us to adopt different ends and aims as well as different methods. Knowledge is of little value except as it is of use to its possessor. I do not underrate knowledge, but

knowledge alone is not power. It is the province of education to give children an idea of the methods by which knowledge may be obtained; and it is equally its province to teach them how to use that knowledge for their own advancement, and for the good of society. We must have less to do with percentage and so called results, and more with capacity, power to acquire, ability to retain.

This is a practical age, and for that reason the question is not only can you get the answer to this sum, but can you do the next one. Are you prepared to solve any sum that can be given you in the book of this life, through which each one is ciphering, day by day. Is it not true that some of us have been too intent upon getting the answer? If we had been better instructed in principles, we should have less failures charged against us, and take a better rank when we pass into the greater school beyond.

Any system which makes the promotion of children from grade to grade, during the first four or five years of school life, depend upon a certain per cent. as determined by written examinations, is extremely faulty in its construction, and will be equally injurious in its results.

It is not only that the flushed cheeks, the excited eye, the trembling nerve tell that the brain is being forced to do unwonted work; the wrong aim placed before the pupil as a stimulus, is a far greater evil. The child should not be made to feel that honor or disgrace are hanging on the result of his effort. In all grades there is too much stress placed upon examinations which are competitive in their nature. Good enough in themselves, when judiciously conducted, they can be made to eat the very life out of the school. They are too often made the center around which gather all the hopes of the month or the term,—a weariness to the teacher, and a continual source of wrong to the scholar.

I do not say discard them entirely, but let them have only their legitimate weight. To pass the examination should not be held up to the pupil as the end of study. In determining the advancement of the pupil, his age, his habits of study, his ability and willingness to study, his ability to acquire, his evident progress as evinced by his daily recitations, and in case of dull pupils, the question whether they have not extracted all the nutriment they ever can from the studies of that year — all of these should be taken into account. Nor should the teacher suffer himself to regard the results of such examination as a test or criterion of his professional skill.

A lady applicant for a position recently sent me two specimens of

scholar's work as an evidence of her ability as a teacher. They were good specimens of their kind, but what did they show? It is difficult to say. Of her ability to control, of her judgment, of her power to awaken thought, of her good influence over her pupils, of that teaching which sets the seal of the teacher's personal character upon the scholar, literally nothing. What did they show regarding her pupils? That they were able to produce a neat orderly paper which I grant is a power worth having, but they told little of their every day habits of study, of their moral culture, of their physical training, of their reverence for sacred things; nothing of the gradual growth of those powers which make the child sensitive to truth, the youth sensitive to honor; and the perfect man sensitive alike to truth, honor, and duty. In object lessons and oral instruction a mistaken view of the new education has carried us beyond the point designed by its founders. The mass of crude instruction, which under their names has been given to our scholars, during the last decade, is simply astonishing.

As Americans we are too impulsive. We fancy we have made a new discovery every time a turn of the kaleidescope reveals a new figure. Between the object lessons and the oral instruction as usually given in our schools, and the new education, there is no possible relation. The form may be there, but the spirit is wanting. The very fact that most teachers dread to give an object lesson, shirk it when they can, is positive proof that they are wholly unfit to give it.

The next step for us as teachers to take is not to form a more extensive system of object lessons, or to insist upon oral instruction as a remedy for existing evils. We cannot take for granted that teaching is correct or even an improvement, because it is apparently independent of the text book.

A recent reviewer in the Atlantic says "that we must recognize the power of personality, and liberate both children and teachers from the bondage of text books." This sounds well, and is only one of the hundred changes rung upon "text book bondage." Let us not be hasty. Text books have their use. The need is that we know how to use them and not be in bondage to them. The power of personality will not be increased by discarding them, nor be decreased by using them. Freedom in teaching sometimes means something very different from personality in teaching. Personality like character is a thing of growth. Like the hid treasure in the field, we may well sell many possessions that we may purchase that one.

The teacher must rise superior to the text book, not in knowledge

but in spirit, not in the abundance of that which he knows, but in his ability to so present knowledge, that whatever the child has acquired by diligent study may become the germ of inward growth, inducing thought, self activity; awakening him to "the inner consciousness of his powers, which is the object of the education of nature." There is time to briefly consider one other point. The education most prevalent in this country has hitherto had chief reference to brain training.

There is a strong feeling that now the great question is, how can we best fit the child for the duties of social life and of citizenship. If we could reach him in the family, the question could be more easily solved. If you are not convinced of the magnitude of this question, go just at dark, after the hours of labor into the lanes and alleys of any city, and see the crowds of children swarming from out their dirty squalid homes, wallowing in the dirt, growing up in filth, ignorance, and sin. The great hope of the patriot, the philanthropist, the christian, is that many of these children are in our free schools.

The spirit of the new education would lead us to teach these children, not only the laws of personal health, but so much of social science as pertains to cleanliness in all the surroundings of their homes; so much of political science as pertains to the mutual dependence existing between labor and capital; so much of patriotism as pertains to the blessings of a free, firm, enlightened government; so much of morals as pertains to questions of right and wrong; and so much of religion as pertains to immortality. In dealing with children conscience is the surest ally we can have. It is hers to unbar the windows, take down the shutters, and throw wide open the door, that the light of God's truth may have free access to the soul within.

I have not advocated the adoption of the new education in all its details. I believe the most we can do is to catch its spirit, to study its principles, and to build them as elements of strength into our American system. I commend them with the more earnestnes to every teacher, because there is not a social, moral, religious, or political question of the day the solution of which will not be effected by the instruction in our common schools. So great are the interests committed to our charge.

LET two young men of equal natural ability be instructed for the same lenth of time; one on the principle that knowledge is the chief end of education, and the other, that the great end is to form right habits by vigorous training, and then let them be left to make their way in the world. Though possessing less information at first, you will soon see the latter distancing the former in the race of life.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

DISTRICT IN A VILLAGE — LENGTH OF DISTRICT.

Q. Can the town board alone alter a district lying partly in an incorporated village?

A. Not if the village was incorporated by special act. In that case the trustees act with the town board. (Sec. 422.)

Q. Can a district be more than six miles in length?

A. An attempt was made three or four years ago, to procure legislation prohibiting districts in the form of a fishing-pole or cork-screw, but it was not successful. A district cannot contain more than thirty-six sections, but they *may* be continuously in a line, extending thirty-six miles.

CITIES.

Q. Are the "independent cities" exempt from the operation of the general school laws?

A. They are not, except as their charters expressly or by necessary implication provide that they shall be, or as the general laws themselves so provide. (See secs. 515, 703.)

Q. Has a city board of education power to contract with teachers who hold no certificates?

A. That would be directly contrary to sections 448 and 438.

EXAMINATIONS, ETC.

Q. Upon what authority can a superintendent refuse to examine a teacher who lives outside the county he superintends?

A. There is no authority for such refusal. The business of the superintendent, ordinarly, is to examine those who present themselves, without regard to previous residence in the county. There may be good reason for giving *employment*, other things being equal, to teachers already resident in the county; but on the other hand an importation of good teachers, especially in the newer parts of the State, may be a public benefit. It is conceivable that a superintendent may have good reasons for refusing examination, in a particular case, apart from previous non-residence.

Q. Is it the duty of the superintendent to send their standing to candidates who fail to pass, or is the sending merely an act of courtesy?

A. The law gives no direction upon the subject. Most superintendents, it is supposed, send the insufficient standing, if a certificate is not obtained. This is not only courteous but reasonable. But if the superintendent having much work on his hands, says to the applicant, at examination, "If you do not receive a certificate within such a time, you may infer you have failed," that would have to suffice, until he had more leisure. In the larger counties, superintendents have much to do and many things to think of, and should not be complained of lightly.

MISCELLANEOUS.

Q. What can I do, the clerk without any reason refusing to draw an order to pay my wages, until he gets ready?

A. You can petition the county judge to remove him that another person may be put in his place; you can compel performance by *mandamus*. But probably a little patience, with the friendly countenance of other members of the board, would be a wiser resort.

Q. Can a pupil be legally detained after school hours?

A. There are cases where it would be quite justifiable. The teacher should be discreet and reasonable in doing it.

Q. Can a teacher legally punish pupils for misdemeanors committed on the way to and from school?

A. Yes. See discussion of this point, and the whole question of punishment, in the July number, page 303. Read particularly the last paragraph but one on page 305.

Q. What length of notice is necessary when a pupil is to be expelled from school?

A. No notice is necessarily to be given. Expulsion is somewhat in the nature of arrest. It might be necessary to expel a pupil in the most peremptory manner. Ordinarily expulsion would be preceded by remonstrance, by punishment, or perhaps by suspension.

Q. Can a teacher dismiss school on "circus day," "commencement day," etc., the scholars all wishing to be absent?

A. The teacher has no such power. If she takes the responsibility of closing the school, she loses the day. The board and teacher may agree that such a day shall be a day of vacation. The law dismisses the school on a legal holiday.

Q. If a teacher's wages become due on the 4th of July, when is she to be paid?

A. It would be reasonable that she be paid the day before, and more convenient probably for all parties.

EDUCATIONAL MEETINGS.

ANNUAL MEETING OF INSTITUTE CONDUCTORS.

See also 5356

LA CROSSE, Monday, July 7, 1879.

Meeting called to order by State Supt. Whitford, at 9, A. M., and prayer was offered by Hon. W. H. Chandler, after which the meeting organized by electing Supt. Whitford, chairman, and Fred. W. Isham, secretary.

Mr. Chandler opened a discussion on institute work, with a paper on "The Objects of the Institute." He said the institute was neither a common school, an academy, nor a patent arrangement to enable teachers to prepare for county examinations, nor was it merely an occasion for social or professional intercourse; on the contrary, the design was to train and discipline, to elevate the teacher's conception of educational work, to inspire a love for the work, and a desire for better preparation. It was expected that conductors would present models in matter and method.

Prof. Robert Graham continued the discussion with a paper on "Methods." There are two important questions, — what is the end of education, and how secured; *method* solves the second of these questions. In institute work there should be a well defined purpose; instruction suited to the needs of the class; no more attempted than can be thoroughly comprehended; the attention and intellectual activity of the class secured; fullness and distinctness of vocality. Some methods should be inaugurated to further stimulate and interest the people.

Next followed the consideration of "Future Plans," by Prof. Albert Salisbury. The plan inaugurated three years ago had been sufficiently successful to deserve continued support. Whenever a new course should be needed, its outlines in any one branch should be prepared by one person, with the subject more fully elaborated, and the natural order followed. The institute should exercise more immediate control over the work, more money should be expended in securing a corps of institute lecturers, and the coerced attendance of teachers upon institutes seems desirable.

An extended discussion followed in which Messrs. North, Salisbury, Albee, Graham, and Thayer participated, the general opinion being that there should be a thorough preparation of the daily lessons of the institute, but that attention should be given to a proper way of preparing, and to an effort to consider every subject in its broadest relations.

After a short recess, Prof. J. Q. Emery read a paper on reading, urging greater attention to analysis of thought and expression. Next Prof. Salisbury considered the function of Orthœpy in teaching reading, urging its importance, in that the senses of the race as they grow more and more acute will make severer demands for the development of the voice. A discusion followed: Supt. Whitford believed the management of inflections to be a very important matter in reading. Prof. Westcott would give less attention to teaching diacritical marks, and more practice in the actual pronunciation of words in common use. Prof. Graham said that ninety-nine one-hundredths of our reading being silent, orthœpy is im-

portant only in ascertaining whether the pupil has attained the thought and can express it.

The afternoon session was opened with a paper on "Functions and Forms of Verbs," by Prof. A. F. North. A plea was made for the rational and not dogmatical teaching of Grammar; the English language is not fossilized, but is progressing towards simplicity; the advantage of the English verb is its simplicity and freedom from forms.

Next a paper was read on "Sentential Analysis," by Prof. H. D. Maxson. Proper analysis necessitates comprehension; its object being to develope the faculty of discrimination and to cultivate this faculty, it should be rigorously logical; the proper place to pursue it is in connection with the reading lesson. Many idiomatic expressions which do not conform to the general laws of the language were considered, many of which have no place in class work.

Prof. Westcott followed with a paper on "Word Analysis." A knowledge of etymology is necessary to good spelling, a knowledge of ancient languages is helpful, a familiarity with the rules of spelling is important; no one has any excuse for poor spelling; a persistent daily study of the dictionary will make amends for lack of opportunities. "The Means and Methods for Securing Good Spellers," was considered by Prof. A. A. Miller. Two results are desirable — clearly-defined and lasting impressions in the mind, and the ability to recall these impressions. Some admirable rules for teaching spelling were laid down.

Next Prof. J. B. Thayer presented an Exposition of the Syllabus, on the topic of Arithmetic.

The evening session was devoted to the consideration of "A Course of Study for our Ungraded Schools." Supt. Lunn read a paper on "Adaptation," followed by a paper on "Introduction," by Prof. Graham. An extended discussion followed, participated in by Messrs. Briggs, Graham, Lunn, Stockwell, Sprague, North, Albee, Chandler, Reynolds, Isham, Misses Hosford and Clapp, and others, in regard to the feasibility of grading country schools. All recognized the need of such a course of study for securing more definite work, but the outlines should be more specific; while continued effort should be made in this direction, still all were satisfied that years would be required for the perfection of any plan.

TUESDAY, July 8, 1879.

Meeting opened at 9, A. M., with prayer by Pres. Albee.

Further attention was given to the subject of Arithmetic as laid down in the syllabus, by Prof. Thayer and Pres. McGregor.

Next followed a paper entitled "The Teachers Instructed in our Institutes," by Supt. Whitford. It is conceded that the institute instruction in Wisconsin is not surpassed, but more stringent regulations seem necessary to secure a general attendance. Two reasons for continuing institute work, — the inconstancy of teachers in the work, and the incapacity of Normal Schools to train all who desire to teach. The chiefest purpose must be to quicken the energies of our teachers, to train minds to steady and constant work; only free, self-active, and vigorous movements of the mind will effect such results. Prof. North urged clearness in asking questions by conductors; Mr. Chandler said county superintendents showed too much indifference; they should abide with the institute.

Next followed a very thorough exposition of the syllabus on the subject of "Geography," by Pres. D. McGregor.

Prof. A. J. Hutton then took up the subject of Penmanship, claiming that the great thing to be secured is legibility; what we want is a good plain hand. Prof. Johnson thought too much time is spent in analyzing and not enough in practice; Prof. Anderson would give a drill that would stand by the pupil in his every day practice.

In the afternoon, Prof. W. S. Johnson read a well prepared paper on Drawing, and its adaptation to common school work. Free-hand drawing should be included in the branches required for a second grade certificate. Many failures to secure interest in this branch are due to wrong ideas about what is implied, and lack of ability to accomplish anything definite. A discussion followed, engaged in by Messrs. Zimmermann, Anderson, and Walker.

Next followed a class drill in History and Civil Government, which was ably conducted by Prof. Geo. Beck.

Carefully prepared papers on "School Organization," by Supt. T. C. Richmond, and "School Records," by Prof. I. N. Stewart, were read. The convention then adjourned, *sine die*.

W. C. WHITFORD, *Chairman*.

FRED. W. ISHAM, *Secretary*.

The following Institute Conductors were present during the session of the convention: Robt. Graham, Albert Salisbury, J. B. Thayer, A. J. Hutton, D. McGregor, W. D. Parker, W. A. Walker, B. R. Grogan, W. J. Brier, P. E. Skahen, B. M. Reynolds, Hosea Barnes, Ed. McLoughlin, O. S. Westcott, D. H. Flett, I. N. Stewart, Fred. W. Isham, Geo. Skewes, H. D. Maxson, W. S. Johnson, A. A. Miller, S. A. Hooper, C. F. Zimmermann, J. H. Terry, A. F. North, J. T. Lunn, J. Q. Emery, Henry Jane, T. C. Richmond, Geo. Beck, Chas. H. Nye, J. M. Rait, C. A. Burlew, T. B. Pray, O. B. Wyman, T. F. Frawley, J. H. Gould, A. R. Sprague, and Miss Agnes Hosford.

Other leading teachers and school officers were present during the sessions of the Conductors, and some of them participated in the discussions.

STATE TEACHERS' ASSOCIATION.

Proceedings of the Twenty-Seventh Annual Session of the Wisconsin Teachers' Association, Held at La Crosse, July 8-11, 1879.

TUESDAY EVENING, July 8.

Rev. G. P. Nichols, of Milwaukee, delivered a lecture on "Ideal Aims," before the Association, at the Baptist Church.

WEDNESDAY MORNING, July 9.

Pres. Chandler called the Association to order at 9:15, and Prof. Blaisdell, of Beloit, offered prayer.

The address of welcome was delivered by Joseph W. Losey, Esq., mayor of La Crosse.

The President's Address, by Hon. W. H. Chandler, was next presented, and

was referred to a committee consisting of Messrs. James MacAlister, J. Q. Emery, and T. C. Richmond, for distributing to sub-committees.

On motion of Mr. Burton, a committee of seven was authorized to report on the value of the Exhibitory Department, and Messrs. W. D. Parker, J. H. Terry, F. W. Isham, Miss A. Hosford, D. McGregor, A. J. Hutton, and G. W. Foster, were appointed such committee.

On motion it was ordered that the actual teachers and superintendents present from adjoining States, be created honorary members by filing their names with the secretary.

The committee on Honorary Members was appointed as follows: Robert Graham, B. M. Reynolds, and Alex. Kerr.

After a recess of fifteen minutes, Supt. C. W. Roby, of La Crosse, read a paper entitled "An Educational Problem."

He was followed by Miss Emily M. B. Felt, of Platteville, who read a paper on "The Teacher's Duty to Himself."

After music by the choir the Association adjourned.

WEDNESDAY EVENING.

Prof. J. J. Blaisdell, of Beloit, delivered a lecture entitled "Relations of the Higher to the Lower Education," in Germania Hall.

THURSDAY, JULY 9.

Thursday was passed in an excursion on the Steamer Arkansas, to Winona, Minn., where the Association was received and entertained by the citizens of that place.

A meeting of the Association was held on board the steamboat, and business transacted as follows:

G. S. Albee, J. T. Lunn, and Miss A. Hosford were appointed a committee on resolutions.

W. H. Beach, A. Thomas, and Miss Betsey M. Clapp were named as the committee on nominations.

The committee on President's Address, reported that they had distributed it under the following heads, and to the following committees to report on the same:

1. "Course of Study for Ungraded Schools," — Supt. Whitford, R. Graham, J. T. Lunn, M. S. Frawley, and Miss Mary Brandenburg.

2. "Agitation of Popular Education," — D. McGregor, A. F. North, and A. A. Miller.

3. "Relations of Ungraded Schools to the High Schools," — R. W. Burton, T. F. Frawley, and Miss A. Hosford.

4. "Relations of High Schools to Collegiate Education," — W. H. Beach, O. S. Westcott, and I. N. Stewart.

5. "Kindergarten," — W. H. Richardson, G. S. Albee, and Miss S. A. Stewart.

The election of officers was made the special order for 8, A. M., Friday.

Adjourned.

FRIDAY MORNING, July 10.

Called to order at 8:15.

On motion of T. F. Frawley, the special order of this morning, the election of officers, was postponed until 11 o'clock.

Pres. Chandler laid before the Association a paper from Prof. Thos. W. Chittenden, now in the employ of the State Board of Health, entitled "School Hygiene." By vote it was received, and its publication requested in the JOURNAL OF EDUCATION.

Supt. O. B. Wyman read a paper on "Compulsory Education," which was followed by a discussion.

Supt. Whitford said that there is quite a strong sentiment in favor of the present law among the people, that this is shown by the articles now appearing in the newspapers of the State. The bill originated with the business men of the State, not with the teachers and school officers. The question is, will the law be enforced. The general prediction is that it will prove a dead letter. He thinks the chances are favorable for its enforcement. County superintendents have a large responsibility. The teachers must stand firm. The effect of the law will be largely moral.

James MacAlister asked what are the provisions of the law and what the means for its enforcement.

Supt. Wyman explained in full by referring to the statutes.

A. O. Wright asked if the twelve weeks are to be consecutive. Answered: It is any twelve weeks in the year.

J. N. Stewart said the law was so vague that it was practically a nullity. He asked what shall be done with these pupils when they do come. The work of teaching the absentees will be largely reformatory, and there is no place in the public school for such work.

Mr. MacAlister asked if the law will accomplish the desired result. If it will be enforced.

Mr. Wyman said, yes.

Mr. T. F. Frawley said that he hoped for no aid from politicians or business men. Teachers and school officers must do the work. The fact that the buildings are erected at public expense is no reason for their occupancy.

Mr. MacAlister said that reformatory schools must be established.

W. A. Walker said that the fact that the law permitted children to attend any school would defeat its purpose, as many will be sent to schools where the English language is not spoken. The pupils should be sent twelve consecutive weeks.

A desultory discussion here ensued.

On motion of J. B. Thayer, the President appointed a committee of three, consisting of J. B. Thayer, J. Q. Emery, and J. S. Dore, to collect information on the subject of the paper and report at the winter meeting.

Mrs. Sarah C. Little, Supt. of the Institute for the Blind at Janesville, read a paper on the "Education of the Blind."

Supt. Whitford, being called upon, pronounced a high commendation of the Institute at Janesville, and of Mr. and Mrs. Little, its former and its present superintendents. He also spoke highly of the work done in the school for the Deaf and Dumb, at Delavan.

On motion of Prof. Kerr, the paper of Mrs. Little was ordered printed in pamphlet form, at the expense of the Association, for circulation in this and other States.

Prof. Henry Sabin, of Clinton, Iowa, read a paper on "The New Education."

On motion of Supt. Whitford, Prof. Sabin was requested to furnish a copy of his paper to be published in the next number of the JOURNAL OF EDUCATION.

Prof. W. H. Beach, of Beloit, was chosen President of the Association.

The other officers were elected as reported by the committee on Nominations, as follows:

Vice-Presidents — Albert Salisbury, C. W. Roby, and Miss Anna W. Moody.

Secretary — Fred. W. Isham, Elkhorn.

Treasurer — H. A. Hobart, Neenah.

Counsellors — W. H. Chandler, Sun Prairie; R. W. Burton, Janesville; B. R. Grogan, Elkhart Lake; Alexander Kerr, Madison; and W. G. Clough, Portage City.

The committee on Honorary Members reported the following names for enrollment on the records of the Association, as honorary members:

Prof. C. Whitman, of Red Wing, Prof. D. L. Kiehle, of St. Cloud, and Prof. O. M. Lord, of Minnesota City, Minn.; G. P. Randall, of Chicago; Prof. Jas. J. Blaisdell, Beloit; Prof. Henry Sabin, Clinton, Ia.; Jos. W. Losey, Esq., Chas. Seymour, Esq., Alex. McMillan, Esq., and Dr. Wendell Anderson, of La Crosse; Rev. G. P. Nichols, D. D., Milwaukee; Rev. F. T. Lee, Sparta; Miss Emily A. Hayward, Elgin, Ill.; Mrs. Sarah C. Little, Janesville, Wis.; Prof. Irwin Shepard, Thos. Simpson, Esq., and Prof. C. A. Morey, Winona, Minn.

R. GRAHAM, *Chairman Committee.*

Prof. A. O. Wright read a paper on the "Philosophy of History."

Mr. Albee, of the committee on Resolutions, presented the following report:

Your committee, whose privilege it is to express our grateful appreciation of all the favors conferred and blessings showered upon the members of this Association here assembled, offer the following:

Resolved, That amid all the munificent hospitalities extended to the Wisconsin Teachers' Association, by the noble-hearted people of our State, during the past quarter century, few have equaled and none surpassed those of the open-handed, whole souled *citizens* of La Crosse.

Resolved, That through the wise and considerate forethought and unwearied efforts of the Board of Education, superintendent, and teachers of La Crosse, every facility for our deliberation has been afforded and every need anticipated.

Resolved, That the citizens of La Crosse, who have opened their homes so cordially to the teachers of Wisconsin, will be held in lasting remembrance, not merely for the acceptable entertainment, but as models of the courtesy which springs from generous hearts.

Resolved, That to the officers of the Baptist Church and of Germania Hall, our sincere thanks are tendered for the use of their spacious and convenient edifices.

Resolved, That we are under deep obligations to Prof. Cleveland and the Musical Association of La Crosse, for the pleasing variety afforded at the sessions of our meeting, giving surcease from care and lifting our hearts in harmony.

Resolved, That words cannot express the half we felt when, to all this thoughtful regard and unstinted bounty, manifest in so many ways, the insatiate generosity of La Crosse, under the imcomparable leadership of Charles Seymour, insisted upon piling above the Pelion of its daily manifestation, an Ossa of munificence, in the beautiful form of a giant free-gift excursion up the grand canyon of the Mississippi; an excursion whose accommodations, like the liberality of

its projectors, far exceeded the needs of the grateful throng which gladly increased its debt to a creditor who refuses to keep accounts.

Resolved, That for all these manifestations of the keen sympathy and active interest which the enterprising people of La Crosse have in every worthy effort intended to purify and strengthen the the life-growth of our age, we would make return not alone in the expression of the gratitude that fills our hearts, but we pledge our lives to a yet deeper and less selfish devotion to the noble ideals of character-building.

Resolved, That to the citizens of Winona, and especially to the eminent educators and officers of the respective educational interest of Winona and of Minnesota, to the teachers and to all others who worked so hard and long for us, our unbounded and heartfelt thanks are deeply due and are hereby tendered for their words of welcome and cheer, free rides. and elegant and unstinted collation for six hundred hungry Badgers.

Resolved, That to all Wisconsin railways without exception, to the Winona and St. Peter, the Southern Minnesota, the Chicago, Clinton, Dubuque and Minnesota railways, to the Keokuk Northern Line Packet and Diamond Joe Line companies, and to the hotels of La Crosse, our thanks are hereby tendered for their generosity in granting to members of this Association, reduced rates which have contributed largely to the success of this session; and to our indefatigable railway clerk are we all, individually and collectively, indebted for his rare ability and tact in placing us under obligations to the above mentioned corporations and hostelries, and in guarding and guiding us to our respective homes.

Resolved, That to the press of Wisconsin and that of adjacent Western States, we hereby acknowledge our obligation for disseminating notices of this session; but especially to the press of La Crosse, are we grateful for prompt and extended reports of our proceedings, and also for many other and varied acts of kindness.

Resolved, That to Rev. G. P. Nichols, D. D., of Milwaukee, and Prof. J. J. Blaisdell, D. D., of Beloit, we tender our thanks and appreciation for lectures of thought, culture, and usefulness; and to Prof. Henry Sabin, of Clinton, Iowa, for his very able and impressive presentation of "The New Education."

Resolved, That to the outgoing officers of this Association, our kindest regards are tendered as a slight return for their uniform courtesy and efficient discharge of the complex duties of their respective positions.

G. S. ALBEE,
J. T. LUNN,
AGNES HOSFORD,
Committee.

The resolutions were adopted, and the convention adjourned to meet at 2 o'clock, P. M.

FRIDAY AFTERNOON.

The exercises were opened with music by the choir.

A letter from Gov. Wm. E. Smith, expressing regrets for not being able to attend the meeting of the Association, was read by the secretary.

Pres. W. D. Parker read a paper *in memoriam* of Prof. Stephen H. Carpenter.

Supt. W. C. Whitford read a paper *in memoriam* of Hon. W. Starr, late president of the board of Normal Regents.

The committee on Exhibitory Department was granted leave to report at the winter session.

The sub-committees on President's Address on the subjects of "Kindergarten," "Agitation of Public Education," and "Relations between High Schools and Colleges," were granted leave to report at the winter meeting of the Association.

Supt. Whitford, of the Special Committee on Course of Instruction for Ungraded Schools, presented their report as follows:

Your Committee to whom was referred that portion of the President's address which discusses the course of study for ungraded schools, beg leave to report as follows:

They endorse most heartily the statements of the President that "any and all attempts to prescribe a course of study for the ungraded schools become a matter of the highest importance, worthy of the best thought and effort of the best minds. I am firmly persuaded that such a course is practicable, desirable, and imperatively necessary in order to attain the highest efficiency and economy of our schools of this character."

It will be remembered that this Association expressed at the last annual session, its views upon the pressing needs of inaugurating a system for the better organization of the ungraded schools of the State. A tentative course of study for these schools received at that time the approval of this body. At the last holiday session, the Association urged the revision of this course of study and its speedy introduction into our schools.

Through other means has the attention of the people of the State been called the past year to this subject. At the recent annual meeting of the conductors of our institutes, as well as at their meeting a year ago, the necessity of using this course of study, especially in our country schools, and the instrumentalities for securing its introduction into these schools, were most carefully considered. No other topic elicited more earnest thought on these occasions. The Institute Committee of the Normal School Board published this course of study in the institute circulars for the past and present years, and distributed thousands of copies of these circulars among the county superintendents and the teachers of the State. The committee directed the conductors to explain the features of this course to the teachers in attendance upon their institutes. County superintendents have been advised to encourage their teachers to use this or a similar course in their schools. As a result of this agitation, some of the superintendents and a considerable number of the teachers in the country schools, have been testing the advantages of this scheme, and with excellent results.

Your committee would urge the discussion of the subject during the coming year, and would suggest the following means as promoting this end:

1. The State Department of Public Instruction be requested to prepare and issue, as soon as practicable, a circular setting forth the necessity for the adoption of the proposed course of study in all the ungraded schools of the state, explaining the different portions of this course, and suggesting the practical means by which such a course can be used at an early day in these schools.

2. The conductors of the institutes take great pains at the next series of their institutes to impress upon the minds of the teachers of our common schools, the utility of this scheme and the methods by which they can introduce it into their schools.

4. The county superintendents give increased attention to this subject in their instructions to the teachers under their charge, and in their interviews with the members of the school boards. On them more than on any other agency depends the final success of this movement.

4. A committee of five appointed by the president of this Association, be authorized to investigate further this subject, especially in its relations to the pres-

ent conditions of our ungraded schools, and the progress of this scheme in the State during the next six months, and report at the semi-annual meeting in December next. Respectfully submitted,

W. C. WHITFORD,
ROBERT GRAHAM,
J. T. LUNN,
M. S. FRAWLEY,
MARY BRANDENBURG,
Committee.

The report was adopted and the following committee appointed: W. C. Whitford, Robert Graham, J. S. Doro, T. F. Frawley, and Miss Betsey Clapp, to consider the subject recommended in the report.

The treasurer's report was adopted and ordered placed on file, as follows:

The treasurer of the Wisconsin Teachers' Association, respectfully submits the following report of the receipts, disbursements, and present condition of the finances of this Association, for the year ending July 11, 1879:

DR.

To amount received of ex-treasurer J. T. Lunn, July 18, 1878	$153 19
Amount realized from Geneva excursion	10 00
Annual dues of one hundred and seventy-three members of $1 each	173 00
Total receipts	$336 19

CONTRA.

By expense of lectures	33 80
Amount paid for printing	140 53
Expense of Exhibitory Department	28 70
Expense of railway clerk	17 14
General expense	6 10
Cash on hand	109 92
	$336 19

T. F. FRAWLEY, *Treasurer.*

The following resolution was presented by W. D. Parker, which was adopted:

Resolved, That the Executive Committee of the Association is hereby authorized to expend a sum annually, not exceeding $30, in publishing and mailing meritorious papers of the Association.

On motion the expenses of the Exhibitory Committee were referred to the Executive Committee.

Adjourned.

W. H. CHANDLER, *President.*

A. A. MILLER, *Secretary.*

ON THE bank of the Nemadjin river, in Douglas county, is a white cedar, spiral grained but sound, which measures nineteen feet four inches in circumference, two feet above the ground. Its length is estimated to be seventy feet; it tapers from the base to the peak, and has no branches below forty feet from the ground.

SUMMER AND FALL INSTITUTES.

Place.	Time.	W'ks	Conductors.
Manitowoc	Aug. 18	2	Robt. Graham and W. A. Walker.
Plymouth	Sept. 1	2	R. Graham, B. R. Grogan and W. J. Brier.
Kewaunee	Sept. 15	1	Robt. Graham.
Wautoma	Sept. 22	2	Robt. Graham and P. E. Skahen.
Chilton	Oct. 6	2	Robt. Graham and P. E. Skahen.
West Depere	Aug. 11	2	Hosea Barns and W. M. Graham.
Shawano	Aug. 25	1	Hosea Barns.
Wausau	Sept. 1	1	Hosea Barns.
Oconto	Aug. 18	2	L. D. Harvey and Ed. McLoughlin.
Marinette	Aug. 25	1	B. R. Grogan.
Omro	Sept. 1	1	Ed. McLoughlin.
Sturgeon Bay	Sept. 1	1	W. A. Walker.
Elkhorn	Aug. 11	2	A. Salisbury and O. S. Westcott.
Salem	Aug. 25	2	A. Salisbury and D. H. Flett.
Waupaca	Sept. 8	2	A. Salisbury and L. L. Wright.
Centralia	Sept. 22	2	A. Salisbury.
Friendship	Oct. 6	2	A. Salisbury and Fred. W. Isham.
Monroe	Aug. 11	4	N. C. Twining.
West Bend	Aug. 11	2	C. F. Viebahn and Geo. Skewes.
Clinton	Aug. 18	2	S. S. Rockwood and H. D Maxson.
Jefferson	Aug. 18	1	W. S. Johnson and A. A. Miller.
Port Washington	Aug. 18	2	S. A. Hooper ank C. F. Zimmermann.
Watertown	Aug. 25	1	C. F. Viebahn.
Rochester	Aug. 25	2	O. S. Westcott and Geo. Skewes.
Wauwatosa	Aug. 25	2	A. A. Miller and J. H. Terry.
Juneau	Sept. 1	1	I. N. Stewart.
Oak Creek	Oct. 6	1	A. F. North.
Boscobel	Aug. 4	2	A. J. Hutton and H. D. Maxson.
Spring Green	Aug. 18	1	A. J. Hutton and J. T. Lunn.
Baraboo	Aug. 25	1	A. J. Hutton and J. T. Lunn.
Chippewa Falls	Sept. 1	1	A. J. Hutton.
Bell Center	Sept. 8	2	A. J. Hutton and A. F. North.
Middleton	Oct. 13	1	A. J. Hutton.
Mauston	Aug. 11	1	J. Q. Emery and W. S. Johnson.
Darlington	Aug. 18	2	J. Q. Emery and Henry Jane.
Waukesha	Sept. 1	1	J. Q. Emery.
Dodgeville	Aug. 18	2	D. McGregor and T. C. Richmond.
Bloomington	Aug. 18	2	Geo. Beck and Chas. H. Nye.
Westfield	Sept. 1	2	J. M. Rait and C. A. Burlew.
Hudson	Aug. 11	1	W. D. Parker.
Neillsville	Aug. 18	2	J. B. Thayer and T. B. Pray.
Arcadia	Sept. 1	2	J. B. Thayer and T. B. Pray.
Viroqua	Sept. 15	2	J. B. Thayer and O. B. Wyman.
West Salem	Sept. 29	2	J. B. Thayer and J. T. Lunn.
Barron	Oct. 13	2	J. B. Thayer.
Menomonie	Aug. 18	2	I. N. Stewart and T. F. Frawley.
Durand	Aug. 18	2	B. M. Reynolds and J. H. Gould.
Augusta	Aug. 25	2	A. R. Sprague and Miss A. Hosford.
Osceola Mills	Aug. 25	2	O. B. Wyman.
Alma	Sept. 1	2	T. F. Frawley and T. C. Richmond.
Black River Falls	Sept. 8	2	A. R. Sprague and S. A. Hooper.

W. C. WHITFORD,
W. H. CHANDLER,
W. E. SMITH,
Institute Committee.

MADISON, Wis., July 14, 1879.

EDITORIAL.

THE ANNUAL MEETING of the Institute conductors at La Crosse, the second week in July, was both instructive and satisfactory. The papers read and the discussions following them occupied two days and an evening. The attendance was large, ranging at each session from sixty to one hundred and fifty persons. Besides the conductors, other leading teachers in the state participated in the exercises. Every topic assigned on the programme was presented generally in a brief, thoughtful, and vigorous paper. All the remarks on each topic were animated, pointed, and courteous. Incorrect views were met with prompt denial and the reasons therefor. The leading subjects embraced in the syllabus for Institute work this year, passed under review; and their salient points were carefully examined, and impressed with great clearness upon the minds of all present. The character of the instruction given the past two or three years in the institutes, the different classes of teachers in attendance upon these institutes, and the future plans and methods of work, were all discussed with candor and just discrimination. The meeting was engaged an evening and a portion of an afternoon in the earnest consideration of the better organization and management of our country schools, and of the relations of this subject to the institute work. The main features discussed are the adaptation and introduction of a course of study for our ungraded schools, and the changes in the operations of these schools demanded by this course. The conclusion was reached that the conductors should fully explain this movement in all the institutes held this summer and fall, and urge the teachers and county superintendents throughout the State to give it practical effect in their schools.

THE FOUR LEADING CONDUCTORS of our institutes held a meeting at La Crosse, in connection with the State Teachers' Association, and divided among themselves the preparation of the subjects to be embraced in the institute syllabus for the next three years. They propose to hold a session for one day with the winter meeting of the State Association, and discuss their scheme in all its parts. This course will enable each conductor to understand and use more efficiently the outlines of work furnished by the others. No other body of teachers in the State exhibit greater zeal, carefulness, and intelligence, in promoting the valuable interests committed to their charge.

THE BOARD OF NORMAL REGENTS elected, at their annual meeting last month, Prof. A. J. Hutton the conductor of Institutes for the Platteville Normal School. He fills the place made vacant by the promotion of Prof. D. McGregor to the presidency of that school. Prof. Hutton is a graduate of the Platteville School, and has been engaged for several years as the principal of a high school in the city of Eau Claire. He has given instruction for some time in

our institutes. As a teacher and a conductor he has shown himself to be vigorous, direct, well-informed, discrete, and popular. Many of the old graduates of the Platteville School, and other prominent teachers in the State, united in petitioning members of the Board to appoint Prof. Hutton to this position.

WE EXPECT quite a large attendance of applicants for State certificates, at the examination held at Madison the second week in this month. Several of those who did not complete their work last year intend to be present. A few from adjoining States will appear among the candidates. Some of the principals in charge of the high schools of the State, and not graduates of our Normal Schools and State University, desire to gain the honor of holding the unlimited State certificate. The Board of Examiners are deservedly popular for their efficiency and courtesy in this work.

AMONG THE PROCEEDINGS of the State Teachers' Association which appear in this number, will be found the brief report of the Committee on the Course of Study for the Ungraded Schools. Rarely has any other feature of public instruction ever made so rapid progress in such brief time as this has since it was before the people. It has come to be an absorbing topic in all our general educational gatherings. The main points in this course are accepted by all, the differences of opinion exist in reference to its details and the best methods for securing its adoption. As usual, some are impatient at the seeming delays and needful caution employed in establishing so large a movement. They should remember that it has taken twenty-five years to introduce the present system of graded schools, and this under much more favorable conditions.

The State Superintendent has, during the past year, reflected more upon this subject than any other coming to his attention. He has presented in that time, its principal points in at least thirty public addresses. He has written a large number of letters to teachers and county superintendents, explaining the course and urging its introduction into our country schools. He has visited some of our most experienced and intelligent superintendents, and examined with them the items of the course, and studied under their guidance the practical means to secure its adoption. He has corresponded with prominent school officers out of the state, who have attempted to place in operation similar schemes in their own schools. He has made already considerable preparation for issuing a circular such as is described in this report of the committee. In no other enterprise connected with general education in the state is he so deeply interested. The key note of his administration was sounded at its opening, — the best improvement of our ungraded or rural schools. He conceives that the modifications in our school work required by the use of this course of study, will supply a considerable portion of this needed improvement.

We have no doubt but that this subject will be thoroughly discussed by the conductors of the forth-coming series of institutes. The State Teachers' Association urged at its last session that they take great pains to impress upon the minds of the teachers of our common schools, the utility of this scheme and the

methods by which they can introduce it into their schools. The county superintendents will give this subject more careful consideration the coming year. Some of them have already studied it in its details, and are ready to labor for its introduction at the opening of their schools this fall. It will increase, without doubt, their responsibility and their work. But the greater progress which their schools will make in time, under such a scheme, must induce them to perform this work cheerfully, and to sustain it constantly by their influence.

No more spirited and profitable Annual Meeting of the State Teachers' Association has ever been held, than the one which convened at La Crosse the second week in July. Larger attendance of teachers and school officers we have seen on a few other annual meetings of this body. But in our opinion it surpassed all others in enthusiasm, generous feeling, practical work, and helpfulness to the teachers. All things conspired to make the meeting satisfactory. All departments of our educational operations were represented by the members. La Crosse gave the association a most royal reception. The rooms of the High School building were devoted to its use. We have seen no finer audience room in any other High School building in the state. The rooms for the Grammar Department in this building proved to be all that could be desired for the Exhibitory Department. The Board of Education, with the City Superintendent, and the people generally throughout the city, exerted themselves to furnish every accommodation which the teachers needed. The daily press gave full and satisfactory reports of the exercises. The exhibition of the school work attracted great attention. It was the result of much labor, and as a feature of the association will long be remembered. The papers read before the association were, as a rule, exceedingly well prepared, and were presented with commendable force and gracefulness. The only regret we heard expressed, was that more time could not be occupied in the discussion of some of the topics introduced by the papers and the reports. The utmost harmony prevailed in all the proceedings, and this was fully shown in the almost unanimous election, on the first ballot, of the next president of the association.

The Exhibitory Department of the Association was so creditable that we desire to publish a detailed account of it. We shall have to wait for the report of the committee on this Department to furnish such information as we need for the article. This report will be presented at the holiday session of the Association. In the meantime, we shall publish in the next number of the Journal an article on this subject which appeared in the *Chronicle*, at La Crosse, during the late session of that body.

The Excursion of the members of the State Teachers' Association and a portion of the citizens of La Crosse, on Thursday, during the meeting of that body, is an occasion which will not soon be forgotten. The expense of it was borne by the open-handed people of that city, and the entire management was

in the hands of Charles Seymour, Esq. Those who participated in it express, without an exception, the opinion that the arrangements were complete in every particular. The day was oppressively hot and the ride on the Mississippi river was really enjoyable. On the steamboat the freest opportunity was given for visiting. Excellent music was furnished at intervals by a band from La Crosse and by a company of Scandinavian gentlemen with well-trained voices. Nowhere on the river is the scenery said to be more magnificent than between La Crosse and Winona. At the latter city the excursionists were received by the citizens with the most cordial hospitality. A bountiful dinner was furnished at the Normal School building in that city, and toasts and speeches were presented, expressive of the best sentiments and the most earnest interest in the cause of popular education. The effect was a manifestation of the hearty fellowship which exists between the educators of the two states. The hospitable and enterprising people of Winona have laid the teachers of our state under many obligations to them, which they may, some time, have an opportunity to discharge.

THOUGH THE STATE UNIVERSITY was materially crippled last year by the death of two of its prominent professors, yet the examinations at the close of the Spring Term and the exercises on Commencement Day showed that exceedingly earnest and thorough work had been done by both the faculty and the students during the whole year. The friends of the University felt the liveliest satisfaction in all the exercises which they witnessed. A most efficient committee of visitors were present for a week before the commencement, and submitted an able report of their labors. It abounds in excellent suggestions, which the Regents and the Faculty of the University will doubtless adopt in the main. They found the necessity of increasing the amount and variety of apparatus for the physical sciences, of books for the library, and of illustrations for the study of the ancient langauges and literature.

THE STATE UNIVERSITY has adopted some new arrangements in reference to the courses of study. In a circular it says that it offers "a wider range of studies than heretofore, and also opportunity for more extended study in the several branches." This is effected by selecting a less number of studies which each student is required to pursue each term, and then supplying a larger number from which he may choose such subjects as he may desire to investigate. This gives each one an opportunity to study in special lines, if he is inclined to do so, almost from the beginning of his University career.

THE EXAMINATION of the graduates in the two years' course in our Normal Schools this year, has raised the question in the minds of some of the examiners, whether this course is really profitable to the students themselves, and desirable on the part of the schools. The work done in that time is so insufficient in preparing teachers for our public schools, that the conviction is slowly being reached by some that the course had better be abolished; and nothing but the fuller course be sustained in these Schools.

THE NORMAL REGENTS adopted, at their annual session in July, a full series of regulations for the government of the teachers and students in the schools under their charge. Many of these have been suggested by the experience of the Board in the management of these schools in the past six years. A rule was adopted that no student in these schools should be compelled to attend any religious exercises at the opening of the daily sessions, or at any other time. He is to be allowed the fullest freedom in the exercise of his wishes, or in following the convictions of his conscience, in respect to listening to the reading of the scriptures, the singing of devotional hymns, and the offering of prayer in the schools.

THE COURSES OF STUDY in our Normal Schools were revised by the presidents of these schools last month; and their revision was adopted in the main by the Normal Regents, at their last annual meeting. A few studies before required or made optional, were dropped. Among these are Greek, trigonometry, and astronomy. The students in the fuller course can elect between eighty weeks in Latin, and the same time in advanced studies in the English language and literature.

IT WILL be interesting to the members of the State Teachers' Association, to see what impression their meeting at La Crosse made upon our visitors from Minnesota. The Winona *Republican* contains an article on the Association, and we clip from it the following paragraph:

The meeting of the Wisconsin Teachers' Association at La Crosse was a great success. B tween three and four hundred *bona fide* teachers and educational men were present, and the interest and zeal which have always characterized these meetings in Wisconsin were maintained to the end. An exhibition department, in which some of the actual work from every grade was systematically arranged for comparison, was one of the features of the meeting. The conductors of the State Teachers' Institutes held several special meetings to discuss plans and determine a schedule of work for the future. The sessions of the general association were devoted to the discussion of practical questions pertaining to the condition and needs of educational work in the state. The discussions possessed dignity and character, and the conclusions will carry with them weight and influence. For twenty years legislation pertaining to education in Wisconsin has been molded by the members of this association. Time and again they have carried important measures, and in at least two instances they have defeated bills which were directly against the well being of the schools. It is the old story of strength in union, of success from consolidated effort.

THE STATE INSTITUTE for the Deaf and Dumb, as our readers know, is located at Delavan, but it should be more generally known that the State, by appropriation of public funds, has made ample provision for the care and education of all youth of the State, who, on account of defective hearing, cannot receive instruction in the Common Schools. Both the Sign and Articulation methods are employed. In addition to the usual course of study, there are facilities for learning Cabinet-making, Shoe-making, Type-setting, and all varieties of Needle-work and House-work. No charges are made. Parents are expected, if able, to clothe their children, and pay one-half railroad fare to and from the Institution. The session opens the first Wednesday in September, and closes the second Wednesday in June. For any further particulars, address W. H. DeMotte, Superintendent, at Delavan.

NEW PUBLICATIONS.

HISTORY OF THE DISCOVERY OF WISCONSIN IN 1639. With a sketch of the life of JOHN NICOLET, the discoverer. by C. W. BUTTERFIELD author of "Crawford's Campaign Against Sandusky," "History of Wisconsin," in Historical Atlas of the State. "The Washington-Crawford Letters" "History of the University of Wisconsin," etc. Madison, Wis.: John B. Heim & Company.

This interesting narrative may be regarded as the opening chapter in the annals of the west. It contains a brief account not only of the discovery of the region now constituting Wisconsin, but of the most important events leading thereto. A short sketch also of the discoverer is given, which recites a few of the circumstances of his life previous to his journey into the then far western wilds, and another recounting his subsequent career and death. This little book will doubtess have a large sale.

THE TEACHER'S EXAMINER. Giving a general review of the Common and High School studies, to assist in preparing the student for the higher grades of study. By Albert H. Thompson. Second edition, revised and enlarged. Davenport, Iowa: Egbert, Fidlar & Chambers. 362 pp. 12mo.

The plan of this book is, first, a series of questions on each subject, from two to five hundred in number, immediately followed by answers. For those who would find such a book useful, this is very complete and copious, as far as it goes. The subjects embraced are Geography, Civil Government, Grammar, History, Reading, Physiology, Orthography, Physical Geography, Arithmetic, Writing, Natural Philosophy, and Astronomy, with a short sketch of American literature. See the advertisement.

NOTES.

ANY one having an April or May number of the JOURNAL, and not caring to preserve it, will confer a favor by sending it to us.

ANY school board wishing to get some desks and seats at a bargain, will do well to correspond with Mr. Dean, secretary of the Board of University Regents. See his advertisement on second page of cover.

NICODEMUS & CONOVER'S large fine wall map of Wisconsin, is sold to school districts in the State, at the very low price of $4.00 a copy. These maps may be obtained from the State Superintendent, also a blank form for application.

IN order to give room for utterances and doings at La Crosse, the monthly installments of "Entomology in Common Schools" and "Sketches of the University;" also the second part of Prof. Chittenden's paper on School Buildings, are laid over.

WE are pleased to learn that the "Sketches of the University, Historical and Biographical," which have appeared in the University *Press*, and to some extent in our pages, have been completed, and collected in book form, and are now ready for sale. The work must have a large circulation.

PROF. C. M. GATES remains another year at Waupaca, in charge of the High School.

PROF. ROBERT GRAHAM has been appointed as one of the visitors at the State University the ensuing year.

THE High School of Sparta was represented last year by twelve students in attendance at the State University.

SUPT. SHAW was recently appointed the superintendent of the public schools of Madison for another year by the unanimous action of its Board of Education.

MR. T. W. HUBBARD, of Toledo, Ohio, has been elected principal of the public schools of Kenosha for the ensuing year.

THE Fort Atkinson High School closed June 13th, graduating a class of fifteen, one of whom had not lost a day in four years for any reason whatever.

THE Bay View High School graduated a class of seven pupils, June 28th. The closing address was made by the principal, Prof. Lewis Funk.

T. C. RICHMOND, the efficient superintendent of Green County, has been engaged the coming year as the principal of the High School at Brodhead.

PROF. J. T. LOVEWELL, known to many teachers in this State, has been appointed professor of Natural Sciences in Washburn College, Topeka, Kansas.

PROF. A. R. SPRAGUE, who has had the charge of the Evansville High School for the past three years, has been engaged next year as the principal of the High School at Black River Falls.

THE Whitewater *Register* says:

Prof. Salisbury is publishing a volume on Orthoepy. Austin Cravath is making the cuts with which it is illustrated, and is doing admirable work.

PROF. F. B. SECOR has been re-elected the principal of the High School at Chippewa Falls for the next year, with Mrs. T. T. Peck for the first assistant, and Miss Ida Pound for the second assistant.

PROF. JAS. BAINARD, who has taught in the public schools of Oshkosh for the past five years, takes the charge of the Fourth Ward school of that city next year. He was the principal of the Third Ward school last year.

PROF. HENRY SABIN, Clinton, Iowa, who read an excellent paper on the New Education before the State Teachers' Association last month, writes: "My visit to La Crosse has left very pleasant impressions concerning Wisconsin teachers."

THE Michigan University has created a new chair—that of "The History, Theory, and Art of Education." W. H. Payne, superintendent of schools at Adrian, has been elected first professor. Shall we not have a similar chair in our State University?

LUCIUS HERITAGE, a graduate of Milton College, and for the past two and a half years a student in the universities of Germany, has been chosen an instructor of the Latin language in the State University. His many friends will rejoice in his success.

The High School of Manitowoc, North Side, held its closing exercises July 1st. The Assembly hall was finely decorated. A large audience greeted the graduating class, which numbered three gentlemen and five ladies. The youngest in the class was the valedictorian.

THE meeting of the Institute conductors at Clear Lake, Iowa, the first week in July, is said to have been a very interesting occasion. Prof. Graham occupied a considerable portion of the time in discussing institute work. We hope to receive further particulars of the meeting.

PROF. W. P. JONES, who has been the educational editor of the Chicago *Evening Journal* for the past year, has been engaged to fill the same position on the *Inter-Ocean*. His columns furnish the freshest news from all portions of the country.

MISS ROSE C. SWART, formerly teacher of Geography in the Oshkosh Normal School, has been engaged for the next year by Prof. Fogg, of St. Paul, Minn., for his private school in that city. A larger salary is paid her in her new position. We regret to lose her from our state and from our Normal Schools.

PROF. THAYER and wife, and Prof. Emery and wife, spend a portion of the summer at Lake Superior, near Ashland. Prof. Salisbury and family rusticate at Geneva Lake. Supt. Shaw, of Madison, is on his farm in Marinette County. Pres. Bascom and family are at their old home in Williamstown, Mass.

ON a recent visit to the northwest portion of Chippewa County, we found some excellent country schools in that comparatively newly settled region. The teachers and pupils of these schools were as bright and active, and were doing as good work as those in the schools of the southern part of the state.

ON the steamboat Arkansas, on the return of the excursion of the teachers of the State Association from Winona, Minn., Thursday, July 10th, thirty-six graduates of the State University met by themselves and related some of their experiences since they left the institution. It was a very agreeable gathering.

MR. J. B. ESTEE goes from Edgerton to Howard, Ill., next year; Mr. H. D. Kinney, from Wonewoc to Mazomanie; Prof. J. M. Rait, from Brodhead to Two Rivers, Prof. A. A. Spencer, from Omro to Third Ward school at Oshkosh; C. L. Powers, from Two Rivers to Hartford; Prof. J. K. McGregor, from Stevens Point to Eau Claire; and Prof. H. W. Rood, from Pewaukee to Omro.

PROFESSOR BEACH, the recently elected President of the Wisconsin State Teachers' Association, is a graduate of Hamilton College, New York. He served faithfully in the army for the preservation of the Union. He was principal of the High School, Dubuque, Iowa, for several years, and is now principal of the High School at Beloit, Wis.

CONGRESS has made no appropriation for the payment of freight upon goods sent to the Australian exhibition for the next year, and each exhibitor will have to bear the full expenses in sending his materials. Neither does the government assign any vessels for their transpo:tation. In all probability none of the states will send any school work to this exhibition.

SUPERINTENDENT D. D. PARSONS, Richland County, says:

The compulsory attendance law is already in successful operation in some school districts of the coun y. The children of the required age are all attending school, supposing the law to be in operation. The people are generally in favor of it, and the prospect is that it will be rigidly enforced in most of the school districts. We hope teachers will interest themselves. before the annual meeting in making the provisions of the law known, and in creating a healthy feeling in favor of it.

THE Shawano *Journal* is responsible for the following touching the JOURNAL OF EDUCATION:

The June number of the periodical whose title is given above, lies before us and is creditable to the state, as well as its editors, the Superintendent of Public Instruction and his assistant. It has valuable articles on Primary Reading, Etymology in the Public Schools and various other interesting themes, beside, correspondence, educational notes, and book notices. It is published monthly, at one dollar a year, payable in advance.

THE school district in the village of River Falls unanimously adopted the following resolution at the annual meeting the second Monday evening in July:

Resolved. That the District Board be authorized to purchase text-books for the whole school, and to lend them to the pupils, either free or for a small rental: and that pupils be held responsible for injury to the books.

On motion, the sum of one hundred and fifty dollars was appropriated to carry out the provisions of the above resolution.

PROF. THEODORE BERNHARD, who was the principal of the High School at Watertown for twenty years, died of consumption in the midst of his labors at his own residence, June 27th in the 53d year of his age. He was honored by his fellow citizens with a seat one term in the Assembly. He came from Germany over twenty-five years ago with a large number of his countrymen, who sought refuge at the time in the United States. His work in the public schools of Watertown has been of a high character.

E. STEIGER, 25 Park Place, New York, will soon publish his Year Book of Education for 1879. It is the second annual supplement to his Cyclopædia of Education, issued in 1877. No similar works of equal merit have ever been prepared in this country. This new volume contains the most recent information on educational matters. It is larger than the issue of last year, and is sold at the very low prices, in limp cloth, $1.50; in cloth, beveled boards, $2.00. It will be sent by mail upon receipt of price.

THE Dunn County *News* contains the following:

An examination of the report of Prof. Ingalls in another column will impress the reader with the fact that our village schools close the year in most excellent condition. During the three years he has been in charge the results must be regarded as gratifying to pupils, parents, and teachers. Certainly, Mr. Ingalls and his accomplished assistants have done their work faithfully and well. In the last three years forty-four of the pupils have fitted themselves for teachers, and five have prepared for college. Few districts in the state can make a better exhibit.

A RECENT circular of the Bureau of Education at Washington contains the address of Hon. John D. Philbrick, the superintendent of the United States Educational Exhibit at Paris last year. This address was presented before the National Educational Association at Washington, in February last, and contains the following item:

In the preparation of new materials for the exhibition at Paris, foremost in merit among cities are Washington and Cincinnati, and, among States, Kansas. The superintendent of schools of Wisconsin is entitled to special acknowledgment for his zeal and energy in collecting and forwarding materials."

THE graduating class of the Racine High School, numbering fourteen this year, is one of the largest the school ever had. A writer says in reference to these graduates and their orations and essays:

We should be pleased to take each one and comment separately, but as each did so well, we could not easily discriminate, and the commendatory remarks which we could not help making, would become monotonous. The interest of the people in the welfare and continuance of the High School, was plainly manifested by the applause which continually interrupted the well-timed remarks of President Hand, who briefly and earnestly reminded the graduates of the possibilities and duties of coming life, as he handed them their well-earned diplomas.

AT the annual meeting of the Regents of the Normal School, the first week in July, the following teachers were elected to the positions named:

Prof. L. W. Briggs, director of model department, and Mrs. L. L. Cochrane, teacher of preparatory classes, in the Oshkosh school.

Mrs. M. Emily Jenness, teacher of English language and literature, and Mrs. Ellen C. Jones, teacher of the grammar grade, in the River Falls School.

Miss Ella C. Aspinwall, teacher and critic of the grammar grade in the Platteville school.

Miss Emma M. Farrand, teacher of English grammar, rhetoric, and literature; Miss Margaret E. Conklin, superintendent and critic of practice teaching; and Mrs. Ada Ray Cooke, teacher of intermediate grade, in the Whitewater School.

We have received a full account of the exercises of the graduating class of the Racine Academy, under the charge of Hon. J. G McMynn. These exercises were held in the Baptist Church of that city, and were witnessed by "a large and appreciative audience." The class consisted of two ladies and eight gentlemen. The article says in reference to this class:

Speaking of the young men of the class, we can most cheerfully commend their gentlemanly bearing, quiet self possession, faultless pronunciation, graceful oratory, and the capacity for expression and reasoning shown in their essays, orations, and recitations. These sterling qualities commend themselves to the pupils of our schools and colleges as worth struggling for with ardor in acquiring an education. What we have said in regard to the young men will apply with equal force to the young ladies of the class. Their compositions showed them to be high up in their studies, studious and thoughtful one might say even beyond their years. In dress and demeanor, modest and graceful to a degree. In their case there was a complete absence of some of the features that on such occasions are apt to be offensive to people of strictly good taste. The remark, common at this season of graduating and college commencements, about the young lady who graduates in four languages and sixteen flounces, would in the case of these young ladies have no point. The adornment of the mind being evidently considered of infinitely more importance than the adornment of the body.

There are 170 co-educational collegiate institutions in this country. The largest number—22—are maintained in Ohio. Illinois has 18 and New York 5.

It is estimated that more than half a million dollars are taken out of Ohio every year by students to be spent elsewhere, because there is no university of the first class in the State.

Mr. Moore, of Philadelphia, who was graduated in the class of 1873 at Harvard College, has presented to the Peabody Museum of Ethnology at Cambridge a case of specimens consisting of Egyptian antiquities, and a collection from the Swiss lakes that represents the flint and bronze ages.

With a large corps of eminent instructors, tuition at very low rates, and rare collateral advantages, the New England Conservatory at Music Hall, Boston, now entering its fourteenth year, offers advantages for obtaining a finished musical education such as can be found in no other music school in the world. This is saying a good deal, but its past history and that of its graduates fully warrants it.

TEACHERS READ THIS.

The Teacher's Examiner,

Giving a general review of the Common and High School Studies, in a work consisting of over three hundred and sixty pages, neatly printed and elegantly bound, and is very valuable for Teachers, or Students who are preparing themselves to teach; asking from two to five hundred of the most important questions on each branch of study, and answering each question that it asks. The Examiner is a work that should be in the hands of every Teacher throughout the state. While the book is especially adapted to the use of teachers, the professional and business man will find it a ready book of reference, containing in concise form much that is useful and valuable.

Mrs. Amy Hough has the sole agency for Madison, Wis.

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WISCONSIN

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COMPULSORY EDUCATIONAL LAW.

[Paper Read before the State Teachers' Association, at La Crosse, Friday, July 10, 1879, by Supt. O. B. WYMAN, of Vernon Co.]

Educational men and all intelligent citizens unite in the proposition that all children should be instructed in the branches ordinarily taught in the public schools of the state; that intelligence and mental culture—the result of school training, are essential to a proper discharge of the duties the citizen owes to himself, his associates, and the state; that the security and perpetuity of free governments, the protection of personal rights, and the preservation of property, are secured, not by the orders and personal influence of a dictator, but by the harmonious co-operation of an industrious, an enlightened, an intelligent people.

It is equally true that pauperism and crime, the outgrowth of crude and untutored minds, abound and are more prevalent in those sections where schools and the means for educational training are not established nor maintained. A study of the criminal records and of the pauperism of southern Europe and in England, discloses the fact that they have their origin and come from the feudal barons and the neglected freedmen of the Roman Empire. The emancipation of the ruling classes has given national prosperity to England; but the sad neglect to supply the means for the improvement of the common people explains the cause of the large per cent. of pauperism found within her borders, while the records of her prison houses repeat the well authenticated historical fact that a large majority of those who compose the criminal list are illiterate. From a public standpoint

nothing is so costly as crime, and ignorant thriftless labor. Nothing makes public order so difficult, reputation so insecure, property so precarious, government in every department, so costly and unstable as ignorance, and its co-partner vice. And for these evils with which every government has to contend, and if prosperous, in a measure control, there is no remedy so effectual as the salutary influence and healthful guidance of the public school.

Universal suffrage also demands, in the interest of the state and the welfare of the citizens, universal education. The development of the nation is the result of educated mind, and its prosperity cannot safely be left to the guidance and direction of private enterprise. As to the importance and necessity for elementary educational training, there is at this time no controversy. The day has long since passed, in this country at least, when men are divided in their opinions concerning the advantages that result to the individual and the state from the diffusion of knowledge and the education of the entire people. While there is no division of popular sentiment in relation to the reresults to be obtained, there is much controversy and discussion over the means to be employed to accomplish the desired end.

The history of the past teaches, among many other lessons, that when the education of the masses is left to individual enterprise, or to private societies, that the training given too often tends to limit the understanding, rather than to broaden the views and expand the latent faculties of the mind, so as to develop the entire man. And statistics further show that in all countries and at all times, without the intervention of municipal law, the few have received special training to the neglect of the many, thereby continuing the line of demarcation that so prominently divides the royal rank of nobility in many countries, from the common classes, and perpetuating the social ranks that Americans have so long regarded with just contempt. As to the efficiency of private enterprise in promoting the education of the masses, it is too irregular in its action, too costly in its methods, and too inadequate in its means. Private enterprise never has—we believe it never will — educate the whole people. Public progress demands that the flow of education be as universal, steady, and constant as the flood of light that gives beauty to the landscape, as the flow of the river towards the sea. The genius of our institutions seeks the development, protection and welfare, of the masses, of the entire people, knowing no sect or creed, recognizing no favored ranks or titled nobility. Hence the necessity for the strong arm of the law to pro-

vide the means for mental cnlture, and to direct the work of mental growth and development.

Recognizing this fact and guided by this principle, the framers of our constitution very properly, yes, and wisely too, incorporated a provision in that fundamental law, compulsory in its terms, but dictated with a view to the prosperity of the people, whereby the legislature is required to provide for the establishment of district schools to be free and withont charge for tuition to all children of school age within the state. Pursuant to this requirement of the constitution, the legislative department has enacted a code of laws providing for the organization, maintenance, and supervision of public schools, which is creditable to the state, and though imperfect in some particulars, it stands as a proud monument to the wisdom of those who have been called to legislate upon the affairs of public interest. After making these liberal provisions, founded upon the broad principles of a progressive civilization, by which school buildings have been erected throughout the length and breath of our fair state, furnished with appointments, often the most elaborate and complete, as shown by the many commodious and beautiful buildings erected for school purposes; after having placed a corps of teachers in charge of these schools, that rank in learning, tact and skill among the first in the northwest if not in the entire land; after having incurred the expense necessary to make this complete provision for the instruction of the youths of the state, the people, through the last legislature, declared that these school buildings shall be occupied, for at least twelve weeks during the year, by all children between seven and fifteen years of age, unless excused by the proper authority. And to enforce the provision, a fine may be imposed upon the parent or guardian who fails to comply with the requirements of the law, as containad in chapter 121, Laws of 1879, commonly known as the "compulsory educational law."

The principles of justice that pertain to the duties of the parent toward the child have long since been incorporated in the common law of the land, which requires the parent to support, protect, and educate his child, and the common law declares this last duty of the parent toward the child — that of its education suitable to his station in life — to be a duty pointed out by reason, and by far the most important of all. The celebrated Puffendorf well observed: "It is not easy to immagine that a parent has conferred any considerable benfit upon his child, if he entirely neglects his culture and education,

and suffers him to grow up like a mere beast, to lead a life useless to others and shameful to himself." Yet, notwithstanding the necessity for the exercise of this very evident and important parental duty, it is too often most sadly neglected, as every teacher present can testify, perhaps from personal observation; and the municipal law of most countries seems to be deficient in this point, by not obliging the parent to bestow a proper education upon his child.

Teachers know that it is unwise and impolitic in the management of their schools, to make out and proclaim a specific rule before there is a violation of some apparent obligation, or an infringement upon some well established right; and our legislature, although having the right, very wisely deferred the passage of this law till the apparent necessity for the same seemed to justify the measure. The school report for the past year shows that nearly two-fifths of the children of school age in the state, did not attend either the public or private schools during any part of the past year, while many reported as having attended, were only enrolled for a limited time; thus being deprived of the benefits so freely offered by the beneficence of a liberal commonwealth, not through any fault of theirs, but by the neglect and indiscretion of indifferent parents. It is to reach this class and prompt these parents to a discharge and performance of their bounden duty towards their children that this law was enacted, and though it may be in advance of the popular sentiment in some localities, and be denounced as an unjust infringement on parental rights, still we regard it as a positive indication of the progress of the times, and believe it will mark the era of a change to directly benefit many neglected children.

A careful consideration of the causes of regular attendance and non-attendance at school, leads to the following conclusions: First, Ignorant and indifferent parents. It is usually true that people feel the need of that which they do not possess or cannot acquire, and it might reasonably be supposed that those who are obliged to grope their way through life in mental darkness, would be very zealous in their efforts to have their children acquire the elements of a common education at least. But this is not the case. The laws of supply and demand do not apply to the matter of popular education, for the demand for the means of education is in inverse ratio to the supply. The less the supply the less the demand, and as a general rule, with a few laudable exceptions, it is this class of people that is negligent in requiring the attendance of their children at school. Second, The

supposed or real inability of the parent to send to school, owing to indigent circumstances and the lack of means to procure necessary clothing and books. This class is quite limited in the rural districts, where the people, though not wealthy, usually have a competence of the necessaries of life, but is largely represented in cities, where the number of illiterates reaches so large a per cent. of the entire population, and where suffering and want, though somewhat disguised, form a striking contrast to the elegance of metropolitan display. There are families, it is true, that cannot send to school for these causes, but they are comparatively few, and the legislature in its wisdom, very judiciously excepts those who may have a reasonable excuse, from the penalty for non-attendance, and we believe that the law of last winter, before mentioned, will be the means of prompting many parents and guardians to a proper discharge of their moral and now legal duty, either to send their children to the public school or to provide for their instruction by some other proper means. If enforced it will extend to the offspring of negligent parents the advantages they need to prepare for the duties of after life, as intelligent and worthy citizens, while it will not infringe upon the rights of any, nor cause undue hardships by reason of its rigor or severity. Such is the nature of the compulsory attendance law as it stands upon the statute records of the state, to take effect and be in force from and after the first day of September next.

We do not propose to take up the time of this Association in a discussion or extended consideration of the constitutionality of this law. Should this be questioned, the judiciary department, on proper presentation, will pass upon the question. Suffice it to say that as it interferes with no right or personal duty, as it only seeks to secure to all the benefits of a common educational training, as its passage was urged and indorsed by many prominent members of the bar and bench, as well as by a large number of the prominent educators of the state, and as it is not in conflict with any of the provisions of the constitution as interpreted by competent legal talent; we may justly conclude that it will not be set aside unless repealed by legislative authority.

Will the law be enforced? To this important question no definite answer can as yet be given. This will depend in a great measure upon the intelligence, public spirit and enterprise of the residents of the several school districts in the state. In the more favored localities, where schools are well supported, where competent teachers are

employed, not term by term, but by the year, and retained for their worth and merit, where school buildings are furnished with improved seats and extensive apparatus, where the school grounds are decorated and attention given to æsthetic culture as well as to mental discipline, we may reasonably anticipate that the law will be executed, in a measure, at least, and that resident children, unless properly excused, will receive instruction appropriate to their years. Yes, we venture the assertion that in many cities and in rural districts too, new faces will scan the teacher during the next school year, and that many school registers will contain the names of pupils that have not been recorded before.

In many instances, new burdens and increased responsibilities will be laid upon the teacher, for among those to be brought into the public school by the provisions of this law, there are many that know little or nothing of the meaning of discipline, or the occasion for restraint. These must be taught the first lessons that pertain to good citizenship, obedience to proper authority, and compliance with the rules of well regulated society. This requires that our teachers keep themselves supplied with an abundance of patience, a full stock of sympathy and good humor, supplemented by a ready and willing disposition to labor for the improvement of the rude and uncultivated, as well as for those who enjoy more healthful surroundings, and the benefits of a more liberal culture.

The teacher's field for labor is to be extended, and the true teacher will be zealous to share in the labors of this extended work, and in after years participate in the honors of those of whom it can be said, your duties to your pupils, to the profession and yourself, have been well and faithfully performed.

We rejoice in the fact that since the organization of the public school system, no retrograde movements have been made. Under the direction of salutary laws, by the guidance of competent teachers and the supervision of experienced officers, the public schools of Wisconsin are a source of pride to our people and an ornament to the state; and as teachers, we appeal to the patrons of our schools to assist in the work of molding of public sentiment, in educating the masses to comprehend the utility and necessity for school instruction, that the compulsory attendance law may reach and benefit those for whom it was intended, well knowing that the provision, to be effective, must be upheld and supported by popular sentiment.

When all shall enjoy and improve the opportunities offered by the

public school, crime and degradation will diminish. "For sale or rent" will be inscribed on the prison door and the culprit's cell. Then will intelligent good will control the base and guide the wrong, and the visible results of culture and discipline be seen on every hand. This grand object may well engage the worthy efforts of talented men and women, and we trust that the popular sentiment of the state will sustain and enforce the legislative enactment, by which all shall enjoy the opportunities for mental development, on which the success of the individual, and the prosperity of our free institutions so materially depend.

ENTOMOLOGY IN THE COMMON SCHOOLS.—VI.

Instead of following the scientific order of things and investigating all the orders of the *Mandibulata* at present, let us turn our attention next to the most conspicuous and showy of all the orders, viz., the Lepidoptera.

For a detailed history of the metamorphoses which the insects of this order undergo, the reader is referred to any work on natural history, as this interesting topic is never slighted. In order to preserve Lepidoptera in good condition for the cabinet it is necessary that they be handled as little as possible. The net must be made of the very lightest material consistent with durability, and the insects should be consigned directly from the net to the cyanide bottle, without their being so much as touched with the hand. Whenever it becomes necessary to *set* them for the cabinet the pliers should be in constant requisition, and in most instances it will be found advantageous to seize an insect by the *antenna*. There is thus the least liability to positive injury.

But the insects must first be caught. The net device has already been suggested, but with this we may not usually expect to catch the nocturnal lepidoptera. For these, the most useful plan adopted is what is called *sugaring*. A thick treacle is made of brown sugar or molasses mixed with stale ale or lager beer. The addition of a little gin or New England rum is sometimes of advantage. At nightfall this mixture is applied with a brush to the trunks of trees and the collector goes with his lantern and cyanide bottle and captures the prey at his leisure in the evening. It is well for the amateur in the business to note a few items which he may as well glean from others,

experience. On windy nights it is found that a mixture of beer and molasses will not so soon evaporate as a mixture of beer and sugar, so that "sugaring" has come to mean among collectors the application of beer and molasses as a lure for night-flying lepidoptera. Also, it is well for him to apply the bait on the leeward side of the trees, as the moths flying to windward attracted by the bait, thus succeed in finding it with far less difficulty. A wooded, and if possible, neglected locality is desirable. The cover formed by weeds and undergrowth constantly neglected is quite necessary to the protection of the larvæ and pupæ both from insectivorous birds and from inclement winters. I shall never forget the curt remark that the lamented Dr. Le Baron, state entomologist of Illinois made to me. It was a text with a volume of suggested sermonizing in it both for the entomologist and *per contra* for the horticulturist. Said he "The sluggard's garden is the entomologist's paradise."

It is well for the collector to be provided with bottles of various sizes. Large-bodied moths yield slowly to the effects of the cyanide, and are sure to ruin smaller moths in the same bottle. This suggests that chloroform is often found useful. This may be applied with a camel's-hair brush, but the insect should thereafter be left in the poison bottle, as it is quite likely to recover from the anæsthetic effects of the chloroform if it is left in the pure air. The collector must not forget that the application of chloroform to the insect's mouth-parts is not likely to produce any particular effects. To insure the chloroform's being taken into the circulation it must be applied to the abdomen for obvious structural reasons. In dealing with lepidoptera however, it is well if the collector can dispense with all liquids, for their use oftener spoils the specimen than improves it.

It will soon be discovered that the nocturnal lepidoptera are frequently in much better condition than the diurnals. This is plainly because they are fresher from the *pupa* state. Hence, the natural thought is why not collect *pupæ* and allow the *imagines* to emerge in confinement? This is precisely what is done. Cocoons from the trees and pupæ from the ground are gathered and retained until the time arrives for the transformation which we expect. The larvae also may be collected and fed in confinement and their transformations watched with both pleasure and profit.

The cases of whatever kind in which the pupæ are kept must be supplied with moisture sufficient to insure a damp atmosphere. Thus the imago when it appears will be able to expand to its normal size.

The larvæ must be supplied with food from the plant upon which they have been feeding, for most of them are too fastidious to change their diet even to a plant which the botanists would consider very closely allied.

Large bodied moths hatched in confinement may be killed by the use of a liquid solution of potassic cyanide if one is especially careful in its use. A small glass tube drawn out by being heated in an alcohol lamp may be used for the purpose. The smaller end may be dipped into the solution and thrust into the body of the insect, when a single puff of breath at the larger end will send the cyanide at once into the circulation. Insects killed in this way are thus rendered almost absolutely secure against museum pests, but the manipulator must never forget that he is dealing with a virulent poison and not inadvertently draw his breath when he should expel it, or he might himself be at once ready for transfixion by some scientific Brobdingnagian of whom Gulliver unfortunately failed to tell us. The insects must now be *set*, i. e. they must be arranged in such a position as seems to be necessary or desirable for their proper exhibition in a cabinet. Two strips of nicely smoothed soft pine, say eighteen or twenty inches long, are to be nailed to supports at the ends in such a way as to leave space enough between the strips for the body of the insect. Covering this opening on the under side is to be nailed a strip of thin cork or corn stalk to receive the pin on which the insect has already been impaled. The wings of the insect are then to be brought to any desired position by means of the setting needle, and held in position by narrow strips of paper pinned to the board. The insect must remain upon the setting board until it is thoroughly dried, when it will retain its position permanently. The beginner will in all likelihood not throw the fore-wings up enough to display the insect to the best advantage. It is a good rule to bring up the fore wings until their lower edges lie in a line perpendicular to the axis of the body. By noticing wood cuts of insects wherever available, the reader will at once appreciate the importance of this suggestion. It must also not be forgotten that during this whole operation an insect need never be brought in contact with the hand except possibly in the operation of pinning. It will be found advantageous also to eviscerate the larger night flying moths. Cotton may be used to replace the contents of the abdomen, and the insects are thus rendered less liable to attract museum pests or to become temporarily offensive.

To distinguish the diurnal from the nocturnal lepidoptera is not

always an easy matter. Authors have called attention to the broader wings of the butterflies as distinguished from the narrow and sharper ones of the moths. The manner of folding the wings on alighting has been suggested as a means of separating the two. The surest mode however, of arriving at a correct determination is by a study of the antennæ. In the diurnals these will be found to be either knobbed or hooked at the end, while in the nocturnals the antennæ are either filiform or pectinate. In the pupa state the diurnals are readily distinguished, as the pupa case is more or less angulated, and often ornamented with silvery or golden spots, whence the name of chrysalis.*

The scientific arrangement of the families of this order is a matter about which lepidopterists uniformly disagree. The family Papilionidæ is by some made to embrace all the diurnals. Others limit it mainly to the so called swallow tails, or those large butterflies which have a tail like appendage to each of the hind wings. In this family are arranged also the small white cabbage butterflies, belonging to the genus *Pieris*, and the numerous sulphur yellow ones, belonging to the genera *Colias* and *Terias*.

The *Nymphalidæ* embrace many of our most common butterflies. The hind wings are broad and either rounded or deeply escalloped. These are the numerous red and black butterflies with which everyone is familiar. The most extensive genus is perhaps *Argynnis* which comprises about fifty species. In other genera as in *Satyrus* and its allies the colors deepen more and more until a dark brown or black is reached.

The *Lycænidæ* and the *Hesperidæ* embrace nearly two hundred and fifty species of butterflies whose average spread of wing perhaps will not exceed one inch. They vary greatly in color, some of the genera of the former being distinguished by slight projections from the hinder wings which in miniature suggest the *Papilionidæ*.

The *Hesperidæ* are peculiar in having the ends of antennæ hooked rather than knobbed. They are known in England as hook-tips, in America more often as skippers. Their swift and bat-like flight, as they are startled from the flowers or leaves on which they have alighted for repose, well suggests the propriety of the latter name.

O. S. WESTCOTT.

To be continued.

* cf. Chrysostom, chrysoprase etc.

LABOR and brains conquer all things.

SELECTED.

SCHOOL BUILDINGS.—II.

THE ARRANGEMENT OF ROOMS

should be such as will enable the teacher to exercise due supervision without too great a strain upon the nervous system; in the large majority of cases this point receives little, if any, attention. In a room intended to accommodate forty-five pupils — and no larger number should ever be under the charge of any single teacher — having at least 900 feet of square feet of floor surface devoted to the pupils, and an additional space of about fifty square feet for the teacher's dais, the figure of an exact square is the worst; a parallelogram measuring 26x37 feet is probably as good a form as any, and the teacher's platform should be placed on one of the longer sides, preferably on the same side with the windows, the black-boards being opposite. Nor do we deem it necessary for the pupils to sit facing the teacher's position; let their desks be so placed that the light shall fall upon them, as we have said, from above, and the left hand, even though this should involve the absolute reversal of the usual arrangement of the school room, and seat the students with their back toward the dais. And, let us say in passing, that this is by no means a new or untried plan; more than twenty years ago we were engaged in a large military academy on the banks of the Hudson river, New York, in which the peculiar arrangement of seats and desks above referred to was carried out and found to work admirably; we have never been engaged in a school room in which good order was more easily maintained.

All doors should be so hung as to open outwards, and should be of sufficient width to allow of two persons passing through them at the same time without crowding or inconvenience. Provision should also be made by which doors can be readily lifted from their hinges in case of need, thus leaving the doorway free from any possible obstruction.

SEPARATE WATER CLOSETS,

or privies, must be provided for pupils of either sex, and when they are placed out of doors they must be connected by means of covered ways with the main building, and properly screened; protection from the weather by covered ways is indispensable in closets for girls and young children of both sexes.

It is probable that there are few, if any, physicians in the state who

cannot point to one or more cases of serious disease in females brought on by delaying as long as possible to obey the calls of nature, by reason of a natural reluctance to encounter the discomfort and exposure to cold attendant upon a visit to the privy as that building is usually constructed. As the health of our children, and especially of the mothers of future generations is concerned, it becomes an imperative duty to call attention to this fact. Not only should the privy and its approaches be well protected from the weather, but especial care must be taken to keep them dry, clean and well ventilated; if they are placed within the main building — and that situation has important advantages as well as serious drawbacks — they must be well lighted, warmed and ventilated by an outward current of air.

The best arrangement that probably can be made, especially in cities with a good water supply, is to build a special tower for the water closets, as is recommended by Mr. Eassie; such a tower should be at once connected with and shut off from the main building by a short passage provided with doors at both ends; both closets and passages in this case being furnished with ventilating shafts which must be carried up to the highest point of the building.

Privies should be sufficiently large, and those for boys' use must be provided with urinals of slate or other impervious material. Care must also be taken that all privies and water closets are so arranged as to afford no opportunity for the practice of solitary vices or any other form of licentiousness. Special accommodations should be made for the use of the youngest children. Under no circumstances should any closet be placed under any study or recitation room.

We have spoken at some length of the proper structure and keeping of water closets and privies, because we believe that it is very rare for any matter of such prime necessity to be so generally overlooked and neglected. Our experience of a quarter of a century as a teacher in schools of all grades and in many parts of the United States, has shown us that properly built and decently kept privies in connection with schools are rarely, if ever, to be found. They are often too filthy for any decent boy or girl to approach, and hence the important act of defecation is postponed, and health seriously if not irreparably injured. There is the most urgent need of a thorough reform in this respect.

VENTILATION

must be sufficient to furnish at least 500 cubic feet per hour of pure, warm air to every occupant of every room. For entries, passages,

etc., from one-half to two-thirds of this amount is sufficient; for hat and cloak closets quite as much is needed as for recitation and study rooms, and in these, as in water closets, the current should be directly outward to the open air — never by any chance into an entry or, still worse, into an occupied room. Ventilation of cloak rooms, water closets, etc., by means of outer windows is not to be recommended, for the reason that snow and rain may easily enter by them; the use of a sufficiently large air-tube as above recommended is, perhaps, as free from objection as any other method.

HEATING

in a large building is best and most economically accomplished by one large central furnace, which ought also to be made a powerful auxiliary to proper ventilation. There is a singular diversity of opinion among those who have given most attention to the subject, as to where and how the warm air should be introduced into a room. The plan (proposed by Mr. L. W. Leeds) of warming the walls and floors seems among the best of those proposed, but we have no knowledge of its having been practically tested upon a large scale. The Ruttan system of warming and ventilating seems also to promise excellent results.

Heating by means of steam-coils or other radiators is among the most defective of methods, for the reason that heating only is thus provided for, and the renewal of the air is wholly neglected. When furnaces are used the registers for the admission of warm air should be sufficiently large, as should also the shafts that supply them; the registers placed in the barracks of the British army are required to have an area of ten square inches for each person occupying a room, and the shafts which supply them an equal cross section; if shafts and registers be much smaller than this, the proper heating of the various apartments will require the rapid entrance of a current of air at a very high temperature instead of a gentle current, not warmer than 70° Fah.

The large majority of our school rooms, unfortunately, are heated by means of stoves, one of which is provided for every room in a building; thermometers are almost unknown, and the windows afford the only means of ventilation; these are opened and shut as the teacher, seated at her desk frequently close to the stove, happens to feel uncomfortably warm or cold. Cloak closets, where these are found, are seldom, if ever, provided with any proper means of warmth

or ventilation, and the odor, too easily perceptible in them, of "old boots, dirty clothes and perspiration," is foul beyond description. In small buildings the heating apparatus may be a stove of sufficient size placed in a proper chamber in the cellar; there should be a shaft connecting this chamber with the outer air, and a register of sufficient size communicating with the school room above. Care being taken that the fresh air trunk is kept open for the entrance of air, and closed to rats or other vermin, a sufficiently warm temperature may be always secured with moderate attention.

If stoves are used in school rooms, no device in shape of a "damper" should be allowed in the pipes, nor should any means whatever of lessening or obstructing the caliber of the pipes or chimney-flues be tolerated under any circumstances; the draught can be regulated by proper valves in the front of the stove.

HAT AND CLOAK ROOMS

should be attached to all school rooms, and be provided with proper pegs or hooks, placed at such heights from the floor as will enable those for whose use they are intended to reach them without undue effort. As has already been said, such closets should be properly lighted, warmed and ventilated, and some means should also be adopted by which damp or wet shoes and out-door wrappings can be properly dried in stormy weather; space for this purpose can generally be found in the basements of our larger school houses.

DRAINS

must be secured from injury by rats and other vermin by means of grated outlets and proper care in the first construction. Special care must be had lest the water for drinking purposes becomes fouled by leakage from them.

WATER SUPPLY.

In cities furnished with a good system of water supply the pipes should be led into the building, care being taken to protect them from frost. In other localities water should be drawn from the purest accessible source. School authorities are usually too easily satisfied in this most important matter, with doing the thing that can be done with least trouble and expense. "Great vigilance should be maintained to see that, under no circumstances, does the wash from the privy or sink work into the well, as it may do when least suspected by indirect and hidden channels, or by surface drainage, with the

result of producing typhoid or dysentery among the children of the school." In a case within our own knowledge the water used in a school in this state was drawn from a spring which flowed in close proximity to a privy in constant use, the distance between spring and privy being only about twenty-four feet; and we have observed other instances in which the school privy and the school pump were but a little further apart.

Having thus briefly and imperfectly tried to sketch the main requirments of school buildings in regard to the health of their occupants, let us inquire how many there are in the state which come up to a proper standard in all, or even in the greater part, of the particulars of which we have spoken?

If the state, through its Board of Health, should appoint a competent inspector to examine and report upon the sanitary condition of our schools and their surroundings, a state of things would be revealed disgraceful in the extreme to any civilized community.

We shall doubtless be told that to build school houses with all the improved surroundings and internal fittings which we consider necessary, would entail too great an expense on any but the most wealthy districts. We answer, in the first place, that the value of life and health in any community is not to be measured by dollars and cents; and, secondly, that *the cash value of the lives already sacrificed annually to unhealthy surroundings would more than repay any expenditure by which such sacrifice should be avoided.*

Sickness is costly; death still more so. "Simply as a productive machine a healthy child at any age is worth the money that has been expended on him for his support and development. The lowest estimate of the cost of supporting a child is $50,00 per annum on the average; hence a child of ten years old has actually had expended upon him the sum of $500,00, and if he die at that age he represents so much capital actually and irrecoverably lost to the community."*

There is urgent need of a better system of training our teachers; they should be able to recognize at once the signs of physical failure in their pupils, to take care of the body as well as train and develop the mind. But of the whole corps of teachers in this state what proportion are able to do so? How many can recognize an incipient spinal distortion or do anything to rectify it? How many know the normal distance of sight and hearing, and are able to apply the simple

* Report of Massachusetts Board of Health for 1874.

tests for the detection of defects in either? How many know even as much of near-sightedness, to say nothing of astigmatism and other more common defects, as is contained in the text books of ten or a dozen years ago? And, when the teachers are found who know these things and can do them, how many districts are there who are willing to pay them a price commensurate with the value of their time and labor?—*Paper by Prof.* THOS. W. CHITTENDEN, *Grand Rapids, in Report of State Board of Health for* 1878.

SKETCHES OF THE UNIVERSITY OF WISCONSIN.—XI.

ESTABLISHMENT AND ORGANIZATION.

The establishment and endowment of the University of Wisconsin, and the giving of it a non-sectarian character, were made imperative by the constitution of the state; all other matters connected with the institution were to be provided for by law. The legislature was not slow in passing an act for its establishment "at or near the village of Madison, in the county of Dane;" the act being approved by the governor July 26, 1848. The law declared that the name and style of the institution should be "the University of Wisconsin." It further declared that its government should be vested in a board of regents, to consist of a president and twelve members. The regents were given power, and it was made their duty, to enact laws for the government of the University; to elect a chancellor, and to appoint the requisite number of professors and tutors, and such other officers as might be deemed expedient; the chancellor to be, by virtue of his office, president of the board of regents. The members of the board were to be elected by the general assembly of the state. The regents and their successors in office were constituted a body corporate with the name and style of the "Regents of the University of Wisconsin," with the right, as such, of suing and being sued, of contracting and being contracted with, of making and using a common seal and altering the same at pleasure.

The University, it was declared, should consist of four departments: first, a department of science, literature, and the arts; second, a department of law; third, a department of medicine; fourth, a department of the theory and practice of elementary instruction. The immediate government of the several departments was intrusted to their respective faculties; but to the regents was given power to regu-

late the course of instruction and prescribe, under the advice of the professorships, the books and authorities to be used in the several departments, and also to confer such degrees and grant such diplomas as are usually granted and conferred by other universities. The regents were also given power to determine the amount to be paid as salaries to officers of the institution, to purchase a suitable site for the erection of the University buildings, and to proceed to the erection of them as soon as they might deem it expedient; but the salaries thus determined upon, the site thus selected, and the plan of the buildings thus to be erected, were to be submitted to the legislature of the state for approval. They were authorized to expend such portion of the income of the University fund as they might deem expedient, for the erection of suitable buildings and for the purchase of apparatus, a library, and a cabinet of natural history. The regents were required to make a report annually to the legislature at its regular session, exhibiting the state and progress of the University in its several departments, giving also the course of study, the number of professors and students, and the amount of expenditures therein; and such other information as they might deem proper. It was expressly declared in the act, that no religious tenets or opinions should be required to entitle any person to be admitted as a student in the institution; and no such tenets or opinions should be required as a qualification for any professor, tutor, or teacher; and that no student should be required to attend religious worship in any particular denomination. This, in the main, was the organic law of the University of Wisconsin.

The legislature, after passage of the act establishing the University, and after its approval by the governor, proceeded to the election of twelve regents as provided therein. The citizens chosen were Alexander L. Collins, Edward V. Whiton, John H. Rountree, J. T. Clark; Eleazer Root, Simeon Mills, Henry Bryan, Rufus King, Thomas W. Sutherland, Cyrus Woodman, Hiram Barber, John Bannister: the first four, by the action of the board, formed class number one, to hold their office for two years; the second four formed class number two, to hold their office for four years; the last four formed class number three, to hold their office for six years. These gentlemen immediately entered upon their duties, deeply impressed with a sense of the importance and responsibility of the trust committed to their hands. They were required to organize and put in practical operation, an

institution of learning, for the people of the state of Wisconsin, of the rank of a university. This was an onerous task.

No public interest, the regents were fully aware, could be of greater magnitude than that of education; intimately connected as it is with our social prosperity and happiness, and with the perpetuity of our free institutions. While, for the promotion of this paramount state interest, liberal provision had been made by the constitution and laws; and while it might be reasonably anticipated that the blessings of education would be as widely diffused through the commonwealth and as fully enjoyed by the youth therein, as in any other of the states; yet, to secure a result so desirable, would, of course, require much careful deliberation and the adoption of wise and judicious measures. The common schools of Wisconsin had yet to be organized into a system in which the University was to occupy the highest place to make that system complete.* That the organization of these schools would be in accordance with the advanced progress of popular education elsewhere, no one could doubt. That the University was to be the culminating point of instruction provided by the state, awakened a deep interest in its success. From its design, the institution would necessarily embrace a wide range of study and a severe course of mental discipline. It was felt, therefore, by the board that the plan upon which it should be conducted, particularly as regarded its several departments of instruction, should be well considered. To properly organize these departments was an undertaking fully appreciated by the regents as one of no ordinary difficulty.

FIRST MEETING OF THE REGENTS.

The regents of the University of Wisconsin held their first meeting at Madison, October 7, 1848. They met again on the sixteenth of January, 1849. At these meetings, with a lively sense of the importance of the public interest intrusted to their care, with an abiding desire to render their administration of the trust productive of general and lasting benefit to the people of the state, and in accordance with what they believed to be a judicious policy, they proceeded, as preliminary to a full organization of the institution, to the selection of a site for the location of the University; to the establishment of a preparatory school in the department of science, literature, and the

*The constitution framed by the convention of 1846 provided the basis of a free-school system similar to that in the present constitution of the state. It was largely the work of Dr. Henry Barnard.

arts; to the election of a chancellor; and to the adoption of incipient measures for the formation of a cabinet of natural history.

Among the many locations "at or near the village of Madison, in the county of Dane," suggested as a site for the University, the regents determined that the one known as "college hill" was the most suitable, — situated one mile west of the capitol and sufficiently elevated to overlook the "village," the four lakes, and a wide extent of surrounding country. The wisdom of this selection no one has ever since questioned. It is doubtful whether, all things considered, a lovelier spot for an institution of the kind can be found in the United States. A proposition from the owner, Aaron Vanderpool, to dispose of one hundred and fifty-seven and one-half acres, for fifteen dollars an acre, adding a small sum thereto to cover taxes and agent's fees, was accepted by the regents, subject to the approval of the legislature. The land thus selected was the northwest quarter of section twenty-three, in township seven, north of range nine east, of the government survey, excepting therefrom a small portion which had been laid off as one of the blocks of Madison. The regents asked of the legislature one thousand dollars to defray contingent expenses and to cover the first payment on the land — the money to be repaid from the income of the University fund whenever the amount should be realized.

The establishing of a preparatory school in the department of science, literature, and the arts, was deemed by the regents to be in accordance with the usage of similar institutions elsewhere, — it being especially necessary in connection with the University of Wisconsin from the consideration that there were, at that date, very few academic institutions in the state where proper instruction could be obtained to qualify students to enter the regular classes. The citizens of Madison generously tendered the use of a building for the school free of rent, which was accepted by the regents. The tuition fee was fixed at twenty dollars a scholar for the year. This, it was believed, would be amply sufficient to defray the expense of instruction in the school. The regents limited their liability, in that connection, to five hundred dollars per annum. The course of study was to include English grammar, arithmetic, ancient and modern geography, elements of history, algebra, Cæsar's commentaries, Æneid of Virgil (six books), Sallust, select orations of Cicero, Greek lessons, Anabasis of Xenophon, antiquities of Greece and Rome, exercises in penmanship, reading, composition, and declamation. Instruction was also to be given,

to all who might desire it, in book-keeping and in the elements of geometry and surveying. On Monday, the fifth day of February, 1849, the school was opened, under charge of John W. Sterling, A. M., who had been elected professor of mathematics by the regents at their meeting October 7, 1848. His salary was fixed at five hundred dollars per annum. The first year, consisting of two terms of twenty weeks each, ended on the twenty-fourth of January, 1850. There were in attendance during the first term, Levi Booth, Byron E. Bushnell, Charles Fairchild, William H. Holt, Daniel G. Jewitt, Charles D. Knapp, Francis Ogden, Robert Ream, Robert D. Rood, Charles B. Smith, Hayden K. Smith, George W. Stoner, Richard F. Wilson, and Albert U. Wyman, from Madison; James M. Flowers from Sun Prairie; Henry McKee and Stewart McKee from Platteville; William Stewart from Ancaster, Canada West; Charles T. Wakeley from Whitewater; and William A. Locke from Lake Mills. There were enrolled the second term all those who had attended during the first term, except Henry McKee; with the addition, also, of Horace Rublee, of Sheboygan; Jesse S. Ogden, Theodore Holt, Jasper T. Hawes, and John H. Lathrop, Jr., of Madison; Noah H. Drew, of Prairie du Sac; George M. Pinney, of Medina; and James H. Sutherland, of Greenfield.

A third preliminary step — that of the election of chancellor, was a duty devolving upon the regents under the organic law of the University. It was deemed expedient by them to fill the office at the commencement of their operations, that they might have the benefit of his advice in all matters appertaining to the institution over which he was to preside, and in the success of which he would necessarily feel, from his position, a greater than ordinary share of interest and responsibility; — the act under which the University was to be organized evidently contemplating this in making him, by virtue of his office of chancellor, the president of the board. Influenced by a desire to place at the head of the institution a man not only qualified, by his experience, scholarship, and character, to preside with dignity and efficiency over the University, and promote all its interests by wise counsels, but one able also to impress the popular mind of Wisconsin with the paramount importance of the great subject of education — the regents unanimously made choice at their first meeting of John H. Lathrop, of whom mention has previously been made. The maximum of his salary was to be two thousand dollars per annum, which was, under the law, submitted to the legislature for their ap-

proval. He did not assume the presidency of the board until November 21, 1849.

The regents, as a fourth preliminary step toward the organization of the University, deemed it expedient to begin a collection of geological and mineralogical specimens, also of natural and artificial curiosities, for a cabinet of natural history. The importance of the object was conceded; and because of a proposition made by H. A. Tenney, of Madison, who offered to act free of charge as agent in collecting specimens (Mr. Tenny having previously made considerable progress in that direction), it was considered that the prosecution of the matter would be ably attended to and with trifling expense, by appointing him to act in that capacity. His exertions were soon rewarded with over one hundred specimens of rocks, ores, fossils, and curiosities; also with a considerable number of shells. It was to this beginning that the cabinet of the University owes its origin. The efforts of Mr. Tenny did not cease with these accumulations. His labors "without reward or hope thereof" were long continued, and were as successful as they were generous.

The regents also proposed the erection of a building at an estimtated cost of three thousand five hundred dollars, to be used ultimately by the department of the theory and practice of elementary instruction, submitting a plan of the edifice to the legislature for their approval, the building to be erected on the site which it was proposed to purchase of Mr. Vanderpool. The board of regents made their first annual report to the legislature in January, 1849. The legislature, by a joint resolution approved February 2, 1849, confirmed the action of the regents as to the salary of the chancellor and the professor of mathematics; also as to the site selected for the University and plan of the building to be erected thereon.

An act supplementary to the organic law of the University, approved August 21, 1848, provided that, when a vacancy in the office of regent should occur from any cause, it should be the duty of the governor to fill the same by appointment. Edward V. Whiton having resigned, and Thomas W. Sutherland removed out of the state, A. H. Smith was commissioned, August 4, 1849, as the successor of the former, and Nathaniel W. Dean, June 13, of the same year, to fill the place of the latter.

The third meeting of the board of regents was a special one and was held November 21, 1849, when the first steps were taken toward opening two of the departments of the University as provided for in

the organic act — the department of science, literature, and the arts, and that of the theory and practice of elementary instruction. There was established, in the first mentioned department, a professorship of ethics, civil polity, and political economy; one of mental philosophy, logic, rhetoric, and English literature; a third, of ancient languages and literature; a fourth, of modern languages and literature; a fifth, of mathematics, natural philosophy, and astronomy; and a sixth, of chemistry and natural history. There was also established, for the other department, a normal professorship. The salary of each professor was fixed at a maximum of one thousand dollars per annum.

It was resolved by the regents, at this meeting, that the inauguration of the chancellor elect should take place on the sixteenth of January, 1850, at the capitol in Madison. On that day, the legislature having adjourned over in honor of the occasion, and the supreme court, the state medical society, and a railroad convention, having each intermitted its session for the purpose of attending the exercises, there was no rival attraction to divert the attention of citizens from the event. John H. Rountree presided at the meeting. A stirring address was delivered on behalf of the regents by A. H. Smith, one of their number, followed by an able inaugural effort by Chancellor Lathrop; and the University of Wisconsin was ushered into existence. —*From Sketches of the University of Wisconsin, Historical and Biographical, by* C. W. BUTTERFIELD.

STUDIES AND TEXT-BOOKS.

Would it be an advantage to the schools, particularly to those in the country districts, to have a uniform course of study and series of books throughout the county? Let us consider this question briefly. Our graded schools in our villages and boroughs can tell their own story as to whether systematic gradation and a progressive course of study is a benefit to the pupils attending them. We will let them pass and talk of the rural districts. Our country schools at present generally have very short school terms, most of them two three-months terms annually. Teachers are changed each term in most cases. Each teacher must take two or three weeks at the beginning of each short term getting the school classified, the classification each term being unlike the preceding. The number of daily recitations in these schools ranges from twenty-five to thirty-five, or more. Quite

often there is a greater number of recitations per day than there are scholars in the school. A pupil is often by direction of the teacher, or for some other reason, put to studying some branch that the next teacher believes he is not fit to study, and he probably does not take up this branch again for a year or two. Thus a great deal of time is uselessly wasted by want of system, by not proceeding by progressive steps, one step at a time, and that at the right time, and by not taking up the studies in the proper order. Again, teachers are apt to have their hobbies. One teacher likes arithmetic best, another reading, another geography, and so on. Teachers are apt to push their classes in the branches they like best, and neglect other branches. Now it is, we think, advisable to prescribe for the benefit of the teachers how much of this branch, how much of that, and how much of the other, shall be taken up and gone over in the same length of time. Thus, study in the different branches goes on simultaneously, and a scholar will not give the greater portion of his time to what he likes best, or the teacher would rather teach, to the exclusion of other branches of study just as important. It is a principle which no one will, we suppose, question, that a good knowledge of the elementary branches, such as we are compelled by law to teach in all our common schools, is necessary to every one, and none should be neglected. After we begin our higher education, it is time to make such discrimination.

You will very often find in our country districts several different text-books on the same branch in use in the same school. Uniformity in text-books in single schools is the exception in the country. Still more rare is uniformity throughout whole districts.* No regular system of examinations and promotions is to be found. This chaotic state of things is in marked contrast with the well-arranged, successful systems of our ably and closely supervised city schools. Our schools, then, among other things, need a regular course of study, covering the ground which country schools can go over with profit. We should not attempt to include too many branches of study. We cannot have a primary, intermediate, grammar and high school, under a single teacher at the same time. It is impossible to go much beyond the branches which by law we must teach. We need a corresponding gradation of the schools, promotions being made from grade to grade as each finishes the work assigned. We need a system by which a scholar's time will not be wasted at the beginning of a short term, before the teacher knows how many classes there should be,

[* In Pennsylvania, the district is the town.—EDRS.]

how many recitations in a day, and what their order, much less where or in what class to put the scholar. We need a system whereby a scholar can begin this term just where he left off last term; a system of classification by which a pupil can go from one school and enter the same grade in another school. We need *school* uniformity in text-books, *district* uniformity; and, if we are not insane to think of such a thing, *county* uniformity. Not uniformity in an antiquated series of books that cannot be successfully used with any well arranged course of study for country schools, but in books up to the times, which your teacher can teach according to the most approved methods taught in our Normal Schools.

To be practicable, a course of study and system of gradation should have the following characteristics:

1. For country schools only as many branches must be included in the course as can be profitably taught in a single school; and in the high school course, branches strictly ornamental, or of special use only to those who fill certain callings in life, should yield to those which will be of use to pupils in whatever business they may afterwards engage.

2. We must provide for as many grades as will well accommodate the pupils of the different degrees of advancement ordinarily found.

3. No more recitations must be allowed each teacher than one person can hear in a day and do the work well.

4. The branches must be taken up in the proper order, and no text-book on any branch put into the hands of a pupil until he is able to read it easily and intelligently. What is the use in a pupil's trying to study arithmetic, for instance, using a text-book which is more difficult for him to read than is the reading book he uses?

5. The work assigned to the several grades must be so arranged that each grade can accomplish its work in the same time. Promotions from grade to grade will then be regular, and no confusion result.

6. The course must be capable of being adapted to different lengths of annual school term.

7. The course must not be so difficult to understand that teachers will be frightened from attempting to adopt it, or so complex in detail that they will fail in practice.—*Report of Committee, Erie Co., Pa.*

BOOKS that you may carry to the fire, and hold readily in your hand, are the most useful.—*Johnson.*

READING IN PRIMARY GRADES.

1. The *Word Method* should be used exclusively for a short time, until the pupil has become accustomed to the use of printed words as the representatives of objects and of the spoken words with which he is familliar. He should first learn to read these words in phrases and then in sentences; ever making prominent the natural expression of the thought.

2. After the pupil has been introduced into the realm of printed language, and has seen that it is but another form of picture language, he should be led to analyze some of these words which he has thus learned into their elementary sounds, and to associate the sound of the letter with its form. Words should be selected at first that have the same sound of the vowel; i. e., short *a*, short *e*, etc.

3. After the sounds of a few letters have thus been learned, the pupil should be taught to use this knowledge in determining for himself new words that are found in his lesson.

4. In every lesson henceforth, the phonic and the word method should be combined; i. e., some words should be learned as wholes, and some should be analyzed into their elementary sounds.

By this combination, the strong points of each method are retained, and the points of failure are avoided. By slow degrees new sounds are introduced, and the pupil is able to determine for himself more new words, but he is still learning words at sight, which are yet too difficult to for him to analyze into their sounds. By-and-by, after weeks or months of work in this way, he begins to see that the same letter may have more than one sound, and that in many words there are letters that have no sound at all. Now he is ready to begin the use of diacritical marks, for he has gained knowledge and strength enough to avoid being confused thereby. These diacritical marks are used during the latter half of the year, but new words continue to be learned, sometimes by sound, sometimes by sight.

5. But what about the alphabet? Well, this should be left to take care of itself for the most part. The names of the letters are of no use except as a matter of convenience in referring to the letters and in oral spelling. But this knowledge is valuable for these purposes. The alphabet can be learned incidentally. The teacher in speaking of a letter calls it by name, and in short time the pupils catch it up and thc letters are learned, no one knows how or when, precisely.

6. This paper would be incomplete it it did not urge the importance of the use of the slate and pencil. From the first day of the school to the last, use should be found for them. At first the words may be printed, but very soon the script letters should be taught, and before the end of the first year the pupils should be able to *write* any word they read.

7. I close this paper with a suggestion about ruling slates, for which I am indebted to some one else, but I have forgotten to whom:

Take a common Gillott pen and break out the two central points. Two points will be left which will serve to make the lines on the slate the proper distance apart for the small letters. Then obtain a ruler twice or three times the width of these points and you have all the apparatus necessary for the proper ruling of the slate, and will *avoid* the permanent injury often done to the slate by ruling lines too deep. —GEO. R. BROWN, in *Ed. News-Gleaner.*

HE who goes to work with energy and perseverance, will set every obstacle in the way of his success flying like leaves before a whirlwind. A man may have sufficient ambition to desire a place on the topmost round of success; but if he does not unite with it indefatigable perseverance and indomitable energy, his progress upward is likely to be slow indeed. The world is a hard taskmaster, and though it would give pity to the unsuccessful, it will give little to the successful.

ENCOURAGE GOOD READING.— Parents cannot be too diligent in caring for the reading of their children. Teachers also can largely influence the reading of their pupils. Oftentimes a reference to a book by the teacher, will cause a whole class to read it. Children should be encouraged to have a good book where it can be taken up at odd moments. If teachers generally would devote a part each Friday afternoon to an exercise in which the pupils should give a short account of what they have been reading during the week, it would help implant a love for a better class of literature. Of course this implies thought and care on the part of the teacher since no teacher can implant a love for good reading unless he enjoys it himself. Let a person acquire a taste for good reading in early life; and the longer he lives the greater his desire for the acquisition of knowledge.—*H. M. Harrington, Supt. Pub. Schools, Bridgeport, Conn.*

FIRST DAYS OF SCHOOL.

I shall not take time to say anything here in regard to the first lessons in reading, nor to consider the momentous question whether a child should be first taught to print or to write, although I admit that I have views on that point, and I am not disposed to dispute the statement that learning to read is the chief business of the first school year.

But I do assert boldly that it is not the chief business of the first school days. Even though the only end aimed at, be to give the children the best possible instruction in reading, writing and numbers, yet can this end be best attained by giving attention in the beginning to other things. There is much instruction given in all primary schools, that is never counted in, as a part of the course of study. Teachers of experience and born teachers are quick to see the need of this instruction and give it, but unfortunately they give it in a very desultory manner. The work has never been analyzed, classified, and systematized in such a form that the teacher most needing help in this direction can learn just what her trouble is, or where to find, or how to apply the remedy.

When information is given on these points it generally comes under the head of school management. But although school management is interwoven thread by thread with the work done, yet school management can never cover the whole ground.

Under the head of training in schoolways, we find it necessary to teach the following things: How to sit in school, how to stand and speak, how to rise and sit down, how to pass from classes and into classes, and various other things which pertain to manner in the school room. How often are children left to learn these things haphazard, and some, they never learn at all. There should be an appointed time for teaching these things, and they should be taught with all the exactness and precision that is required for training in Kindergarten occupations. We may further consider the work of the first school days under the head of "lessons about the hand," exercises which shall render more nimble the fingers of the children; language lessons for teaching the use of certain words; lessons on training in school ways; teaching the children how to handle the slate and pencil in such a way as to save most time and make the least noise and confusion, and slate work proper, being exercises pertaining to printing,

writing and drawing; lessons about the school room, developing ideas of a space, as height, width, length, etc.; names of things in the school room, and training children in the exact use of positions. The pecularity of these lessons is they combine in a remarkable way object lessons, physical exercise, and training in school ways, and practice in careful and accurate use of words and the forming of full sentences. Lessons for inculcating the love of the beautiful, and observations in nature must of necessity be incidental, and should take the form only of familiar conversations.

About all the school work of the first school year — below it as the foundation upon which it starts, above it as the end at which it aims, and permeating it through and through in all directions, should be training in correct use of words and practice in ease and impromptu expression of thought.—MRS. RICKOFF, *before the Tri-State Teachers' Association, in Ohio.*

TEACHING HISTORY.—A woman writing in the *National Journal of Education*, gives some description of the excellent fashion in which she once taught history a regular daily study. She did not try to make her pupils remember too many events, to create a very vivid impression of those which she selected. She gave a biographical account of great persons by lecture and illustrated character as far as possible by anecdotes, bringing in every possible picturesque and impressive detail. Often the girls themselves went to the books their teachers talked of and brought very interesting contributions; they both talked and wrote of the great men of whom she talked to them. One great advantage of this method was that there could be none of that learning words by heart so dear to dull pupils and incompetent teachers. To relate the annecdotes with point was a capital exercise, and a few girls became very fine story-tellers. No commendation can be to high of this plan of Miss Bowen's; more of such oral teaching in our schools applied to all branches would soon relieve them from the charge of sending out half-educated pupils. But such teaching requires an enthusiatic, sincere and well-trained person to practice it.

INSTRUCTION AND TRAINING.—Throughout the school course the difference between instruction and training is kept steadily in view. The object of education is too *develop power*. Knowledge is not always

power. It may be the instrument and even the proof of power, but it is not the *cause*. "*Power comes by training in the use of knowledge.*" The instructor may fix things he knows in the learner's memory; but the trainer uses the knowledge the student has acquired as the instrument to develop the *power of self-training*. "The trainer cenverts knowledge into motive, desire into patience, will into skill." Unless the self-training spirit is implanted the school is a failure. When the spirit is excited, character is formed pure and strong. It is natural to some, but almost wanting in others. Most have it to a limited degree. It is the business of education to develop it and guide it, so that its objects, subjective and objective, shall be good and grand.— HON. J. G. MCMYNN.

HIGH SCHOOLS.

No part of the American school system is more essentially national than are the high schools, no part of the system presents features that are more original or, in some respects, farther removed from European ideas, no part of the system is worthy of more profound study. * * * * * * * * * *

Peruse the course of study in these high schools; think of those children of workmen and work-women passing four or five years in adorning, strengthening and cultivating their minds by studies that are everywhere else reserved for the well-to-do classes, and tell us if these institutions do not bear the very seal and impress of American civilization. Need one be astonished, then, at the frank pride with which the American citizen speaks of these schools? Has he not a a right to be proud when, by sure documentary evidence, he shows us the son and daughter of the humblest artisan so mentally elevated that between them and the privileged of fortune no difference of culture, no trace of intellectual inferiority, is to be discovered? It is glorious to see society freely giving to the poor the benefit of a public school education, is it not a still more extraordinary spectacle to behold a nation that deems it would wrong its humblest citizen were their children denied *any* opportunity for the full and free expansion of their minds? Here is a country where there are hundreds of high schools, public and gratuitous, and on the same footing as the most primary establishments. They are of one body with the common schools, are administered by the same authorities, supported by the

same funds and intended for the same population; and yet, instead of being limited to the strictly necessary, to the minimum of knowledge required to take children out of the official category of the illiterate, these upper public schools are established on the basis of what may be called the higher national instruction. They are not professional schools, nor are they bastard imitations of the classical college, nor yet low-grade universities — they are in the fullest sense popular schools, schools intended to give the people the best, purest and loftiest results of liberal education. They open up no special pursuit — they lead to all pursuits without exception and without distinction. They do not make an engineer, an architect, or physician any more than they make an artisan or a merchant, but they form bright, intelligent youths, trained to studies of every kind, apt to select for themselves among the various professions, and skilled to succeed therein. One graduate will enter the university, another will go into business; there will be differences of occupation among them, but there will be no inequality of education.

So far as social equality can possibly be reached on this earth, it is attained by the American High School. In other countries it is to be feared that the children of different classes of society, though brought together for a while in the public school, must soon find themselves separated by the whole distance of their respective families; indeed, it must be so since one child enters upon his apprenticeship and thus stops short with his intellectual development at the very time when the other is just beginning his. In the United States every effort is made to delay and diminish this separation, and to carry as far as possible, and as high as possible, that common instruction which effaces the distinction of rich and poor.

If it be true that the prosperity of a republic is in the direct ratio of the replenishment of its middle classes, of the abundance and facility in the indefinite recruiting of these classes, then the High School of the United, whatever it may cost, is the best investment of national capacity that can possibly be made.— *Report of French Educational Commissioners, at Centennial.*

VERY frequently parents complain that their children are not progressing satisfactorily, that they are not "going through the book" as rapidly as they desire. Be careful that you do not estimate the attainments of your child by the number of lessons it has learned, or by the shelves of books it has perused. Ascertain whether your child is able to accomplish anything, whether he is master of his present situation, whether his memory, his observation, his perception and his other faculties are being trained by activity.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

DISTRICT OFFICERS.

Q. No director was elected July 14, as there should have been. The old one countersigned some orders for teachers' wages after his time was out. The treasurer declines to pay them. Can he compelled to?

A. He cannot. A legal order to pay is his rightful protection. If he knows the money to be due and needed, he could pay it probably without any risk. But why did not the other members of the board fill the vacancy?

Q. I was elected clerk, on an informal ballot. It was then voted that I be declared elected, without a second ballot, which was carried. Am I legally elected?

A. Certainly. The choice of the district was indicated twice. There was no legal obligation to go into a second ballot, as the school law prescribes no particular method of choice.

Q. Is not a district clerk entitled to extra compensation for taking the school census?

A. He is not. His salary, if he has one, covers it. In graded-school districts, which usually have a larger population, the compensation of the clerk is not limited to $10, as in others.

POWERS OF BOARDS.

Q. Can a board, on its own motion, put up an additional room or building, needed for an additional department?

A. The district must first vote the needful means. (Sec. 430, subdivision 5, and Sec. 434).

Q. Where there is a course of study, established by the board, can the pupils be required to take all the studies in it?

A. The principle does not seem to be different from that involved in the Morrow case. If the parent has a natural right to exempt a child from a particular study, in which classes are formed by the teacher in general conformity to the law — section 447 — and with custom, there seems to be no good reason why the formal establishment of a course or *order* of studies, by the board, should make a difference. The ruling of courts, in different states, is not uniform on this point. In Minnesota, the board was sustained in the requirement.

GRADED SCHOOLS.

Q. Can a school be graded without a vote or resolution of the district to that effect?

A. Any vote which brings about the result — for instance, to put on an additional room or upper story, and have two teachers — has the same effect as a formal vote to grade the school. If the school is really graded, divided into two or more departments, that is the only important thing; the formalities by which it is brought about, if not unlawful, are unimportant.

Q. Must a district which grades its school, say in the winter, necessarily hold its annual meeting that year in July?

A. As soon as it becomes a graded school it becomes subject to the law, as to its annual meeting.

FREE HIGH SCHOOLS.

Q. What course should be taken as to determining the "cost of instruction" where some of the pupils in the high school room are not yet in high school studies?

A. A proportionate deduction is to be made for the time spent on them by the teachers.

Q. Does a certificate given for life qualify its holder to teach in a free high school, under chapter 245, of 1879?

A. It qualifies him "to teach without any further examination, in any public school in the State." The provision in section 4 of chapter 245, of laws of 1879, cannot reasonably be supposed intended to supersede the general law; but if any studies are required to be taught in a free high school not covered by the certificate of the applicant, a further examination might reasonably be deemed necessary. The law seems to aim at teachers who have no such certificate. It is not probable that the provision as to graduates of universities, colleges, or normal schools, is intended to supersede or to do away with the force of the general provision of law contained in section 448, so far as regards principals of free high schools, but that it makes the holding a diploma an off-set for such special examination as would reasonably be required in case a person proposing to teach a free high school should not already hold a certificate of sufficiently high grade.

THE COUNTY SUPERINTENDENT.

Q. Can a county superintendent appoint a deputy?

A. He has no authority to do so. He may get merely clerical or

ministerial work done, but no one except himself can lawfully perform the duties of his office, involving the exercise of his judgment or *quasi* judicial functions.

Q. Can we elect, as county superintendent, a person living in an independent city in this county?

A. It is not unlawful to elect him, being a citizen of the county; if he becomes a resident within his offered jurisdiction, he can take the office. The general principle is, that if ineligibility to take an office is removed between the time of election and the time for entering upon its duties, that is sufficient (28 Wis. 96).

DISTRICT OFFICERS.

Q. At our annual meeeting, 18 ballots were cast for one person, 15 for another, and 8 scattering. The chairman declared the person receiving the highest number elected; was this right?

A. There is no reason why the meeting should not be allowed to obtain a majority, if it can. School districts are not contemplated by the constitution when it requires all votes, with a certain exception, to be by ballot, (Art. III. Sec. 3); nor are they contemplated in Sec. 75, of the Revised Statutes, as the entire chapter relates to "General Elections;" and moreover there is no reason, in the nature of things, why the rule of plurality should apply to them. They are empowered to "choose a director, treasurer and clerk." The manner of choosing is left to the meeting, and the choice should be determined by the majority if a majority can be obtained.

CORRESPONDENCE.

HUDSON, WIS., *August* 16, 1879.

HON. W. C. WHITFORD, *Chairman Com. Teachers' Institutes:*

DEAR SIR — Agreeably to appointment, I opened the Teachers' Institute at this place on the 11th instant, at nine and a half o'clock, and have given five full days to the work, and have witnessed sustained interest throughout the exercises.

I adopted the programme of the Institute Syllabus, and pursued all the subjects set down for institutes by the syllabus, except writing and constitutions — circumstances seeming to direct the employment of drawing and history respectively, to the exclusion of penmanship and civil government.

I made an effort to hold attention continuously to the need of stimulating thought in the schools by the employment of important facts for consideration. Under this effort the teachers succeeded in discovering sufficient relevance in the facts of geography to formulate a scheme of instruction in the subject, and to elaborate something of a plan of work.

A similar effort with history was not as successful; but it left with teachers salient points in matter and manner that will stimulate effort to depart from the catechetical method of isolated question and barren answer, in order to reach something of the philosophical thought of history.

In drawing and spelling, an effort to exemplify means to the specific end of so exhibiting the subject as to enable the teacher to grasp something of *what* to teach, and *how* to inaugurate the teaching, was encouragingly successful.

In reading, new thought was stimulated by the model exercises given by teachers—Florence Olive, of Prescott, Fannie Johnson, of Hudson, and Mr. D. M. Woodbury, of River Falls. These exercises elicited close discussion, that exhibited good comprehension of the purposes and objects in reading, and of the means of teaching oral reading. The summing up of this discussion, by Supt. Betsey M. Clapp, was a marked exercise in excellence. It is believed that instruction in reading has been very much improved during the past few years. This institute has abundantly shown its superior power over previous ones similarly held in the past, and the result is a hopeful sign to those having educational progress at heart.

The attention of the Institute was confined to the fundamental thoughts in arithmetic, and patient inquiry seemed to enhance the interest in this branch.

Supt. Clapp interested the teachers upon Grammar, and made strong points for those who purpose to entertain the thought of *living* grammar, dwelling chiefly upon the irregularities of the language; but precisely those irregularities that teachers wished to consider, were dwelt upon.

By means of sub-lectures merged into institute exercises, the school-code was considered in its immediate relation to teachers and pupils, and school management became a living subject by means of personal experience of the teachers.

Members of the institute spent the evenings in study,—the days in the effort to grasp important subjects, abreast of each other, with a well defined purpose of reaching a comprehensive view of the several branches as related to mind.

A good representation of citizens was present to inspect the institution; one member of the city board of education and some ladies attending some part of nearly every day. On each of four days I delivered a familiar lecture on the elements of human physiology, occupying the time from the class of the afternoon session of the institute at 5 o'clock, till 5:40, and succeeded in holding good attention and attendance of teachers and citizen visitors. In obedience to the decision of the county superintendent, no attempt at evening exercises was made.

I think the teachers were above the average institute workers in intelligence, but I cannot resist the conclusion that previous acquaintance with more than half of the members enabled me to do very much more towards arousing thought than would have been possible otherwise; and therefore, so far as possible, institute conductors, whether regular or especially appointed, should be assigned to institutes where least time must be spent in disposing of the personal barriers that inevitably arise with conductors who have had no previous experience with the real business of institutes, or who are strangers to most of the teachers assembled.

Supt. Clapp will report upon the institute, including statistical details.

Respectfully submitted, W. D. PARKER.

EDITORIAL.

IT HAS BEEN THE PRACTICE of nearly all who have, in the past ten years, applied for State Teachers' Certificates, to make arrangements to complete their examination in the required studies, not in one year, but in two successive years. Nearly all the applicants who did not finish or pass the examination last month, have petitioned the State Superintendent to provide a subsequent examination for them the last week in December next. He has decided to grant this favor to those who have made only a single effort to obtain the State Certificate. By the long established rule of the State Superintendent, those candidates who have already tried twice to pass the examination, will not be allowed to present themselves, unless they wish to begin the work *de novo*. The exact time for this examination, which in all probability will not extend beyond two days, and the definite arrangements for it, will be announced in due time. The present Board of Examiners will have charge of the work.

AN INEXCUSABLE MISREPRESENTATION of the rules which govern the Board of Examiners for State Teachers' Certificates, is circulated by some newspapers in the State. They represent that the applicants for these certificates "have only to appear year after year, as they are credited with the branches in which they have passed a satisfactory examination," and then to be examined only in those branches in which they have failed. "So it is possible," these papers say, "to creep up the ladder round by round, one topic per annum," until the whole course is completed and the certificate granted. Then follows the statement: "This is a reprehensible and inefficient system, which gives a life certificate to teach to any one possessed of perseverance and an aptitude for cramming." The truth is that no applicant has been permitted to make over two trials in the examination, and heretofore these trials have been made in two successive years. If any one has failed at the end of the second trial, he has been compelled, if he appeared thereafter, to be examined again in all the studies required for a certificate. The work which he had already performed, was excluded, and had therefore no influence over the subsequent boards in deciding that he passed in all the studies. To accommodate some worthy teachers who found that they could not get the opportunity, with all their other duties in the school-room, to make preparation in two years for the full examination, it was arranged this year that they could elect to appear the second time within two years to complete their work for the unlimited certificate. The applicants for the limited or five years' certificate must present themselves for re-examination within one year. This rule has never been violated. It has been the purpose of the State in granting these certificates to make them the most valuable testimonials which the teachers of the State could receive from any source. The examinations have therefore been unusually severe, and only quite a small percentage of all the applicants have been able to pass them. Among these applicants have been graduates of the colleges and of State University of Wisconsin, and excellent

teachers who have not attended these institutions, but who have studied by themselves.

The misrepresentation above mentioned is the more astonishing, for the reason that a full statement of the rules for conducting this examination was recently published in a circular, which appeared in nearly all the prominent newspapers of the State. Will not these papers, as soon as they discover their mistake, make the proper corrections?

The annual examination of candidates for State teachers' certificates was held in the Senate Chamber, at Madison, beginning Tuesday, August 12, and continuing three days.

The Board of Examiners consisted of Pres. Duncan McGregor, of Platteville Normal School, Prof. Geo. W. Peckham, of the Milwaukee High School, and Supt. J. T. Lunn, of Ironton, Sauk county.

Eighteen applicants for certificates presented themselves for examination, four of whom passed satisfactorily and received certificates. The following gentlemen received unlimited State certificates:

JAMES T. MCCLEARY, of River Falls.

EDWARD BECKWITH, of Berlin.

EDWIN R. SMITH, of Burlington.

THOMAS J. WALSH, of Two Rivers, received the limited (five years) certificate.

The examination was very thorough and, in some respects, quite difficult. Though the number who were successful might appear small, it is as large as could reasonably be expected when we consider the character of the examination to which applicants are subjected, and the variety and extent of the topics. Some of the applicants did not write upon all the branches, but are permitted, under the rules, to write upon a portion of them at one examination, and complete the work the following year.

THE PROSPECT is most encouraging for the speedy establishment of a Kindergarten in connection with the Platteville Normal School. Great interest is felt in the matter by the local Regent, the faculty of the School, and several prominent citizens of the place. It is hoped that the building for this new department can be erected this fall, an experienced Kindergartener secured, and the children gathered for instruction. The principal work to be first performed will be to make the Kindergarten a place of observation for the students of the Normal School. The test can be applied whether the training of the children here can be united with the teaching given in our public schools. In the National Educational Association lately held at Philadelphia, Supt. Harris, of St. Louis, in speaking of the Kindergarten, took the position that "every lady graduate should spend six months in one to finish her education — that by them far more could be done for the pupils when they entered the primary school." The opinion was expressed in this Association that the time had come when schools of this kind should take up the professional work of training primary teachers.

CHOICE OF SCHOOL OFFICERS.

The frequency with which questions like the last one answered in the Official Department this month are asked, and with which controversies arise in school districts about the choice of school officers, prompt a little more extended discussion of the subject in this place. This is the more appropriate as the larger number of districts hold their annual meeting on the 29th of this month and elect one or more officers.

The two questions which most commonly arise are as to the legal manner of choice, whether by ballot or not, and if the ballot is used, as to what constitutes a legal election.

The constitution prescribes (Art. III, Sec. 3), that "all votes shall be given by ballot, except for such *township* officers as may by law be directed or allowed to be otherwise chosen." The constitution cannot be considered as referring here to votes given for any officers lower or less important than town officers, or not connected with the civil government, although they may be elected *under authority of law*. Hence the laws regulating corporations, other than those which are municipal, direct in some cases that the corporators shall themselves determine the manner in which their officers shall be appointed or elected (Secs. 1896 and 1992, R. S.), and in other cases they direct that the election shall be by ballot (Sec. 1958, R S., also Sec. 2004, in sub-section 4 on p. 611).

School districts are corporations of a peculiar character and for certain specified purposes. The laws regulating them and prescribing their officers, are contained in chapter 27, R. S.; but in them are found no directions as to the manner of choosing officers; no directions as to the manner of voting on any subject, except that a vote to borrow money to aid in the erection of a school-house shall be taken by ballot (Sec. 475). They must be considered then as left to choose their officers in such manner as they shall deem proper, and while choice by ballot is strongly recommended, it has not been held that any other mode of choice is illegal. But choice by ballot being considered the most proper way, and being resorted to, the question then arises, What constitutes a choice? The first State Superintendent, Hon. E. Root, says "the choice should be by ballot," but gives no instructions as to the other point (School Code 1849, p. 57). In the Codes printed in 1854, under Supt. H. A. Wright (p. 98), and in 1858, under Supt. Draper (p. 66), the ballot is recognized, and it is further declared that a "majority of all the votes cast is necessary to elect." In the code of 1859, which was also issued under Supt. Draper, the comment is (p. 70), "The person receiving the highest number of votes should be declared elected." In the code issued by Supt. Pickard, in 1863, the ballot is urged, and it is said "a pluralty of votes cast elect." The opinion put forth in these two last editions of the School Code, 1859 and 1863, that a plurality elects, may be presumed to have been based on section 102 of chapter VII of the revised statutes of 1858—"In all elections for the choice of any officers, unless it is otherwise expressly provided, the person having the highest number of votes for any office shall be deemed to have been elected to that office." But this was making the section apply to elections not under consideration in the chapter at large, and presumably not in the section itself—namely to elections in school districts. Hence in the code issued by Supt. McMynn, in 1867, while election by ballot is urged, "though not abso-

lutely required by statute," the recognition of the rule of plurality disappears, and has been unknown to the school code for the past twelve years.

In the code issued the present year, it is still recommended that the election of officers be by ballot. The provision as to plurality, in section 75 of the revised statutes is alluded to, and considered to refer to other elections than those of district officers. The comment is made that "a school district is left to adopt its own *method* of choosing officers, and must be held to have a clear right to elect by majority; but if unable to do so, a majority may decide to abide by a plurality vote, and thus avoid an entire failure to elect."

In the ordinary election of county and state officers, members of congress, and presidential electors, not only is the ballot prescribed, and most proper, but the rule of plurality is necessary. There is but one opportunity for voting; there may be more than two candidates for any office; the ballots are to be canvassed, the number of votes cast for each person in the aggregate ascertained, and the result declared. If the principle of plurality were not adopted, sometimes there would be no election, and the objections to plurality are deemed to be less than to a new election. Ordinarily, under the influence of party politics, there are but two candidates, and one of the two has a majority.

None of the reasons for the rule of plurality exist in the case of school districts. If on counting the votes on a first ballot, if ballot is used, no one has a majority, a second or third trial will usually concentrate a majority on one person. It would be quite unwise to compel the district to accept an obnoxious person as an officer, because on a first ballot he happened to have more votes than either of two or three good men.

The meeting may vote, as a little democracy managing its own affairs, as many times as it pleases. It can adjourn, and still elect, for ten days. If no election is reached, the law provides two ways to fill the vacancy, until the next annual meeting comes round: first by the board, afterwards by the town clerk.

We think it quite clear that the legislature had no reference to school districts, in section 102, chap. VII, R. S. of 1858, or in section 75, R. S. of 1878. The elections referred to are "all elections" discussed in the two chapters VII and VIII; all elections that must be by ballot; elections in which there would be no certainty of reaching any result, unless the rule of plurality was recognized; but not elections in school districts.

We have written enough probably for this time, on a dry subject; but as our teachers have to be examined in civil government, this discussion is not without its interest in that direction.

A NUMBER OF THE SMALLER VILLAGES of the State are making arrangements to organize their graded schools under the Free High School law. It is found that the amendments to this law passed at the last session of the Legislature, aid greatly in promoting this movement. Nearly all the schools which have operated under the law from one to three years, are in a vigorous and satisfactory condition. Healthful growth will be seen in all of them the coming year. A circular giving a history of the law in this State, the reasons for the maintenance of high schools, and comments on the provisions of the law as it now stands, has been prepared by the State Superintendent, and will be soon issued.

NEW PUBLICATIONS.

THE THREE PRONUNCIATIONS OF LATIN. By M. M. Fisher, Professor of Latin in the University of Missouri. Second edition. Boston: New England Publishing Company. Price $1.00, prepaid.

In discussing this subject, the author shows first, that there is no such thing, really, as a "continental method;" that in the different European nations, the pronunciation of Latin yields to the analogies of the language spoken by each; and that the so-called "continental method" known in this country is a combination of foreign vowel sounds with consonants uttered almost always as in English. As for the Roman or Latin method, which is claimed to be the actual pronounciation of Cicero, Virgil and Horace, the author shows that it rests very largely on conjectuue; that the manner in which the "Romans themselves pronounced their tongue," to use the words of Professor Thatcher, of Yale College, "is not known, nor can it ever be known." We have not space to give even a synopsis of the arguments, pro and con, both of which are presented, but think the Roman method is shown to have a very shadowy and uncertain basis. The author therefore declares in favor of the English method, thinking, with good reason we should say, that the time spent in unlearning the natural way of uttering Latin, and learning a new and artificial one, could be bestowed with very much more profit upon the language itself and its noble literature. The truth is, fashions appear in literature and education as well as in dress, one hardly knows how, which have nothing to recommend them, but which have their devotees, and their day, and then disappear.

MANUALS FOR TEACHERS: No. 1, The Cultivation of the Senses; No. 2, The Cultivation of the Memory; No. 3, Of the Use of Words; No. 4, On Discipline; No. 5, On Class Teaching. Philadelphia: Eldredge & Brother.

These little 16 mo. volumes were prepared by eminent university men in England, distinguished also as teachers, at the request of the Literature Committee of the National Educational Society. The publishers in this country have done a good service in reprinting them and putting them in easy reach of American teachers, for whose use they have been carefully revised. Intelligent teachers, who aspire to be something more than machines and hirelings, will find them very suggestive. We call attention to the advertisement.

THE ELEMENTS OF NATURAL PHILOSPHY. By Edward J. Houston, Professor of Natural Philosophy, etc., in the Central High School, Philadelphia, and author of "Elements of Physical Geography," etc. Philadelphia: Eldredge & Brother.

This manual seems to be a well dijested compilation of the more important principles of physics, and well adapted for use in school. It is brought down to the more recent discoveries, and is written in a very agreeable style. To each subject is appended a convenient syllabus and questions for review. The book is very neatly printed and finely illustrated withal.

A MANUAL OF ETYMOLOGY. By A. C. Webb, author of The "Model Etymology" "Historical Companion," etc. Philadelphia: Eldredge & Brother.

We are glad to see the study of Etymology increasing. This book first pre

sents the prefixes and suffixes, then a large body of Latin and Greek derivatives, and then a key, which answers the purpose of a synopsis. Of course a knowledge of the Latin and Greek languages themselves, is far better than knowledge gained in this way, but it subserves a good purpose; and such a manual is convenient even to the Latin and Greek student. It is only by the study of words as well as by much practice in composition, that precision in style is obtained. In this direction the book is a valuable aid.

McGuffey's Eclectic Readers. Five Numbers. Revised Edition. Cincinnati and New York: Van Antwerp, Bragg & Co.

These well known and highly popular readers need no commendation. This revised edition, while presenting some improvement on the instructional matter prefixed, and some new selections, retains all the excellencies of the former series. The unexceptional and elevating character of McGuffey's Readers, has always been a great recommendation to them. It is desirable for pupils to learn to read well, but still more desirable that they imbibe correct principles, and learn good behavior. In this direction school readers may exert a powerful influence. The influence of these readers is only for good. Another great merit is that they do not soar beyond the comprehension of the children who use them. The books are elegantly printed and substantially bound, while the illustrations, a not unimportant feature of such books, are really superb. See advertisement.

The Year Book of Education for 1879. New York: E. Steiger.

This is the second annual supplement to the Cyclopedia of Education issued by Mr. Steiger, in 1877. It is somewhat similar in its plan to the annual supplement to the American Cyclopedia issued by D. Appleton & Co. Such a publication is a sort of necessity. With the original Cyclopedia of Education and these supplements appearing annually, the teacher or other person who wishes to have a work of general reference on education at hand, and to keep himself informed in the matter of educational progress, is well supplied, if having access also to educational periodicals. The volume for this year has less of general discussion, and more statistical matter than that for 1878; but among the subjects freshly touched upon are Corporal Punishment, School Hygiene, Industrial Schools, Higher Education of Women, etc. It is intended to issue the volume for 1880 earlier in the year, and all parties interested are requested to furnish information — catalogues, circulars, reports, etc., at the earliest day possible. The volume is quite valuable for those seeking information as to the sources for obtaining books, apparatus, etc.

Summer-Savory, Gleaned from Rural Nooks. By Benj. F. Taylor, LL. D., Author of the "World on Wheels," "Between the Gates," etc. Chicago: S. C. Griggs & Co. Price, $1.00.

The title of this book has an aromatic flavor that is found also in the contents. Dr. Taylor is an accomplished word-painter, and what he writes is always readable. Underneath a lightness, and sometimes a quaintness of style, we see the man of thought and of close observation. In a chapter entitled "Men of Grooves," he hits off a class of teachers as well as others. "The most useless of stupidities" he says, "is the teacher who is a groove-runner; who has swallowed the text-books, without digesting them, and then feeds his pupils with the morsels." Again: "There are four things which anybody can do: teach a school, drive a horse, edit a newspaper, and make a grammar." But we recommend our readers to get the book and read for themselves.

THE ORATOR'S MANUAL: With Selections for Declamation and Reading. By Geo. L. Raymond, M. A., Professor of Oratory in Williams College, Mass. Chicago: S. C. Griggs & Co. Price, $1.50.

The art of oratory is so important in this country that specialists in teaching it are a recognized want of the day, and our best institutions of learning are meeting it. This manual goes over the usual ground of instruction quite thoroughly, and presents some new suggestions, and is particularly full on the subject of gestures, showing their natural language. The book will be very useful not only as a text-book, where one is wanted, but to teachers who need some guide also, to private learners. The selections are judicious and varied. Messrs. Griggs & Co. publish also Bacon's Manual of Gesture.

NOTES.

THE SCHOOLS of Jefferson county have an exhibit at their county fair this month. It promises to be as attractive as the one presented last year.

SUPT. THOMAS, of Darlington, and Ex-Supt. Jane, of Shullsburg, state that the institute recently held at the former place is considered he best ever held in the county.

J. T. MCCLEARY has been re-elected as the principal of the public schools at River Falls. He edits weekly a very readable column on Education in the *Press* of that place.

SUPT. MAHONEY, of Kenosha county, informs his teachers that a separate paper containing ten questions on Home Geography, will be submitted to them at the fall examinations.

THE *Pepin County Times and Courier* states that the institute at Durand, in that county, opened with "the largest and most intelligent body of teachers ever convened in the county."

PRES. BASCOM, of the State University, and Prof. Rockwood, of the Whitewater Normal School, deliver addresses at the Green County Fair, to be held at Monroe, the third week in September.

PROF. D. H. FLETT, who has taught very successfully the public school at Elkhorn for several years, abandons teaching and takes up the legal profession. We regret to lose him from this work.

H. H. WOODMANSEE, Esq., Superintendent of Oconto county, says: "We are having a very successful institute; the teachers are warm in praise of our conductors, and I am pleased with their work."

THE citizens of Peshtigo have authorized their school board to proceed at once to erect a new school house. A suitable site for it has been secured.

PROF. GRAHAM writes from Manitowoc, at the close of the institute at that place: "The attendance has been large—136 enrolled. Good time."

PROF. H. D. MAXSON, who assisted in conducting the institute at Clinton Junction, Rock county, writes: "I think that the session was, on the whole, a successful one. There were several excellent scholars present."

PRES. W. D. PARKER, who had charge of the Institute at Hudson, St. Croix Co., had 38 members enrolled on the second day, and found them much interested. We give a communication from him elsewhere.

THE following was the attendance at the four State Normal Schools last year, as we learn from the Walworth County *Independent:* Platteville, 413; Whitewater, 431; Oshkosh, 639; and River Falls, 320; total, 1,803. The attendance the year previous was 1885. The enrollment in the normal departments of these schools, was last year 1,030, a few more than during the year before. The falling off has been in the training department—99 in all.

THE Regents of the Normal Schools have engaged Miss Wheat, of Leavenworth, Kansas, to take the position recently vacated by the resignation of Miss Rose Swart, of the Oshkosh school. Miss Wheat is a graduate of Vassar College, and has been teaching for two years in the Kansas State Normal School at Leavenworth. She is highly spoken of as a teacher.

THE INSTITUTE at Jefferson enrolled sixty-two members, with an average attendance of forty-eight.

DURING the third week in August, *sixteen* Institutes, and during the last week *twenty*, were in operation in the State.

SUPT. LEE, of Taylor county, writes that the schools in his county are doing very finely. Five new districts have organized this year.

SUPT. RICHMOND writes in reference to the opening of the institute at Monroe, which continues seven weeks; "Our Institute opens well, we have now one hundred and eighteen, and many more are coming."

FRANK L. GREEN, of Milwaukee, who is a graduate of Amherst College, Mass., and who has had considerable experience in teaching, has been engaged as the principal of the public schools of Stevens Point.

MISS FRANCISCA TULLOR, who has had for several years the charge of the Primary Department in the Neillsville public school, has been engaged the coming year as the principal of the school at Sun Prairie.

PROF. A. O. WRIGHT, principal of the Fox Lake Seminary, sends out his circular for this year with the motto, "Do you want a better Education?" Six teachers are employed, and the Fall term opens September 3d. The course of study above the Preparatory Department extends through four years.

SUPT. ROBY, at the request of the Board of Education of La Crosse, has issued a notice in the English, German and Norwegian languages, to the citizens of that city, calling their attention to the provisions of the compulsory education law which passed the legislature last winter, and which goes into effect September 1st.

THE Institute at Mauston, Juneau county, was attended by 104 members; 18 males and 86 females. Average daily attendance was 91. The number of schools in the county is 95. The *Mauston Star* says:

"The Teachers' Institute now in session in this village is the largest and most successful ever held in this section of the state. Our County Superintendent, J. W. WIGHTMAN, Esq., has earned and deserves great commendation for his untiring efforts to accomplish this result. The instructors sent out by the board of Normal Regents to conduct the exercises at this Institute, are the well known, competent teachers, J. Q. EMERY, Principal of the school at Fort Atkinson, and W. S. JOHNSON, of the Whitewater Normal School. Better, or more efficient men could not have been chosen.

Over one hundred students are in attendance. Of this number eighty-five hold teacher's certificates, and seventy-five are actual teachers.

THE *Independent*, published at Brodhead, says, in reference to the High School of that place:

We do not claim that our High School should be made in any sense a rival of the University, the College, or the Normal School; but the State University and most of our colleges maintain Preparatory Departments, the work of which might better be done in the High Schools, provided such schools, properly equipped for their work, could be found in sufficient numbers. Moreover, we speak advisedly when we say that much of the work done in our State Normal Schools can be as well done in good High Schools.

IN a late number of the New England Journal of Education, Prof. B. M. Reynolds publishes an article on the Teachers' Institutes in this state. Among other points, he presents the following:

"The institutes are becoming the centers of influence and of earnest thought. They are conducted with nearly as good order and system as well regulated schools. They are becoming a powerful agency in the education of the rising generation, and the dissemination of knowledge. They supplement the work of our four excellent Normal Schools, and with these schools are training up a band of intelligent, active, faithful and efficient teachers. In these institutes, methods of instruction, and methods of government, as well as the philosophy of education, are expounded; professional books are brought to the notice of the teachers, and educational magazines are recommended. By all these means a most powerful influence is brought to bear, and its good results are becoming every year more and more apparent.

THE *Northwestern*, at Oshkosh, contains the following sensible article on Reform in Spelling:

"Mr. Edward McPherson is quoted as saying that there are hardly five per cent. of the graduates of the colleges of this country who are good spellers. And yet these men have wasted years of their life in trying to master the absurdities of English orthography. We believe this waste of time in schools may fairly account for our slow progress in real knowledge. All our normal schools, colleges, common schools, dictionaries, instead of trying to improve and simplify the spelling of the language, are devoted to perpetuating our outrageous and unreasonable system of spelling. Were every man allowed to spell according to sound, in the general confusion there would be some hope and chance for progress. We do not spell as our ancestors did, and there is no reason why our posterity should spell as absurdly as we do. There can be no general pooling of methods, but there can be a gradual lopping off of useless letters and a gradual approach to a universal system of representing sounds by forms. Perhaps the printers, who before the age of dictionaries dictated the orthography of the language, ought to take a leading part in the movement. Their suggestions would be practical, and could be extended to correcting the foolish methods of dividing words and spacing out lines. The present system is ridiculous and expensive. By a sensible system, nearly double the matter might be concentrated in the space now used in books and newspapers."

THE first institute held this summer and fall was opened at Boscobel, Grant Co., and continued two weeks. The attendance was 67, and averaged daily 58.6. Of these, 44 had attended High Schools. The average experience in teaching has been about 31 months.

MISS LIZZIE J. CURTISS, formerly the teacher of the primary department of the River Falls Normal School, and last year a teacher in the public schools of that place, has been appointed Matron of the Wisconsin Institution for the Education of the Blind, located at Janesville.

THE Washington County Institute at West Bend had an attendance of 48 teachers. Of these 31 had previously received instruction in our institutes, and 26 had attended high school, and 7 normal schools. The average experience in teaching has been slightly over 25 months.

SUPT. PARSONS in a circular to the officers of the school districts of Richland county, says in reference to the compulsory educat on law, "This law should be thoroughly explained at your annual meetings, and an honest effort should be made to test its benefits. Every child should be educated, and that makes the law just."

THE ABLE ADDRESS of Hon. George B. Smith, of Madison, on "The Early History of Wisconsin," delivered July 16th last, before the State Pioneer Association, and the surviving members of the State Constitutional Conventions, has been published in pamphlet form. Many of our teachers would find it a very useful document.

A COUNTY superintendent writes: "Our teacher does too much sparking," is not an uncommon complaint that reaches us. That occupation is necessary, but the "party of the second part," should not ruin the school work of "party of the first part," even if patience needs stretching to its utmost tension for two or three months.

SUPT. BAKER, of Pierce Co., remarks in the River Falls *Journal*, that some teachers have said pupils will molest plants and flowers placed in the school room windows. "We have yet to learn," he continues, "that they have done so in a single instance. They are civilizers, and the custom is accomplished in Pierce county. Pictures in the school room are also beneficial in the same line. Appeal to the higher faculties in human nature and the lower ones will cease to be supreme. If teachers could give the intellectual, moral, or even esthetic capabilities, work under high pressure, quarreling, vulgarity, etc., would not appear during school hours."

THE INSTITUTE AT HUDSON, St. Croix county, enrolled 42 members; at Spring Green, Sauk county, 51 members; at West Bend, Washington county, 48 members; at Darlington, La Fayette county, 82 members; at Baraboo, Sauk county, 101 members; and at Watertown, joint between Dodge and Jefferson counties, 132 members.

PROF. L. D. HARVEY writes from the Oconto Institute as follows: "It seems to me that if a manual of work can be prepared to accompany the course of study for ungraded schools, going into details and giving specific instruction as to methods and amount of work to be taken up in a given time, that it would do much toward making the scheme a success. What do you think of the suggestion?"

Prof. R. J. PORTER, who has taught the High School at Sextonville, Richland county, for some time takes the charge, the coming year, of the High School of Avoca; and Mr. E. E. FOWLER conducts the former school in his place. The school board state, "To say that the excellent reputation which this school has gained in the past will be maintained in the future, is sufficient guaranty that good work will be done."

THE *River Falls Press* says, in reference to the fall term of the Normal School at that place:

"The School opens under more favorable auspices than ever before. The model grades are all full, and a large number of pupils seeking admission were disappointed The preparatory department of the Normal is well filled, and over two hundred students have reported for the Normal proper, with new ones arriving on every train. The outlook for the school is very flattering."

THE members of the Dunn County Institute adopted at the close of their session the following resolutions, expressive of the work done by Prof. I. N. Stewart, and Supt. M. S. Frawley, the conductors of the Institute:

"*Resolved*, That we especially approve of the institute just held at this place. It has fully met our expectations and has our entire approval. We go from it feeling that we have been richly repaid for our expenditure of time and money. Our memories have been refreshed, our intellects sharpened, our mental vision broadened and our knowledge not a little increased. The Institute has been especially helpful in presenting abridged methods of work and object lessons; and in opening rich mines of knowledge and thought for future working.

Resolved, That we return our sincere thanks to the conductors for the gentlemanly and scholarly manner in which their work has been done. We are glad they came among us. We shall be glad to welcome them again. We bid them God speed in their work — their labor of love to the ignorant of the State.

NEARLY every country superintendent in the state can say with one in Iowa: "There are a few school-grounds in this county that are protected by fine large trees. We hope to see shade trees flourishing in all the school grounds. Traveling along any line of railroad, one may point out every school house within the range of his vision; the main indication is the lonesome and desolate surroundings. This is not as it should be. Let the place in which children must spend the greater part of their young lives be pleasant, cheerful, and comfortable."

WOOD COUNTY furnishes an educational exhibit at its Fair the first week in September. The county superintendent, G. L. Williams, issued a circular last May to the teachers, instructing them in reference to the preparation of the pupils' work in their school for this Fair. This work covers penmanship, geography, arithmetic, essays on assigned subjects, and collections of woods, minerals, insects, botanical specimens, and birds and animals of the county. Thursday afternoon of the Fair will be devoted to school work, reading, essays and speeches.

SUPT. RATHBUN has issued a very full circular addressed to the school officers of Buffalo county. It bears date of August 9th, and discusses such subjects as Building New School Houses, Repairing Old School Houses, The School House Grounds, The School Year, Hiring of Teachers, The Journal of Education, and Compulsory Education. Under the last topic, in referring to the law enacted last winter, he says:

"I hope you will perform the duty imposed upon you, in good faith, and give the law a fair trial. Compulsory education is being indorsed by the leading educators in this country. Its spirit is in full accordance with our American system of government. You are compelled to pay taxes to educate your neighbor's children; ought not your neighbor to be compelled to have his children educated, if he will not do it without compulsion? Carefully scrutinize every excuse offered, and see that there is absent from the school no child who is legally required to be present."

PROF. TERRY, of Mineral Point, in a recent number of the *Iowa County Democrat*, in respect to our institutes, says, among other things:

"Another important feature of the institute is the aid it affords to inexperienced teachers. The perplexities that beset the youthful teacher receive particular attention, and the instructions given will, if heeded, go far toward their removal. The theory and practice of teaching has received the close study of some of the best minds for years past; and result is that some practices heretofore in vogue in the schools have been discarded, and others, not dreamed of years ago, have been introduced. It is a part of the object sought in the institute to present to the teacher who has had limited opportunities for preparation, something of what the best thought has reached in regard to methods in the school room; enough, at least, to make such a one an earnest inquirer after the best principles and practices known to his profession."

AT the meeting of the National Educational Association at Philadelphia, the last week in July, Prof. McLouth, of Michigan, read a paper entitled "A Contribution to the Question of Professional Instruction in our Normal Schools." A contributor says in regard to the paper:

"The Michigan Normal School has entered upon a new departure, in that it has provided and is now carrying out three distinct courses of professional instruction for teachers, answering to the three principal grades, in our system of public schools. The details of these courses were succinctly given, and the results of the first year's experiment were narrated. Of course there was opposition to this innovation; but that served to make the discussion all the more pointed and spicy. The results of the plan will be awaited with interest by all who believe that our normal schools should become what they were designed to become, nurseries for teachers rather than mere academical institutions, duplicating the work of the graded and high schools."

THE *Kenosha Telegraph* says: Our city schools will probably commence the first part of September, we hope under favorable prospects of success, and with an efficient corps of teachers. Kenosha schools have been the first in the State, and stood ahead in the high grade Good teachers have been educated in our schools, and supplied other localities which have been benefited directly from Kenosha. A large number of our students are occupying important positions in Chicago as Principals and subordinate teachers. We hope and believe our present board of education will do all in their power to bring back our schools to the high standard they once had. Let the board demand that each and all the teachers shall come up to the standard of qualified and successful teachers, or be discharged. Keep no teacher from sympathy, none unless they are qualified. Poor teachers have been kept in school on the ground that they were in need of the pay. Such a consideration should not be taken into account; only those who have been examined and have a certificate of qualificationcan nter into a contrtac for teacingch

SUPT. RICKOFF, of Cleveland, Ohio, presented a paper on "A Readjustment of Common School Studies Necessary," at the National Association at Philadelphia. It is represented as a timely discussion of a most important topic. It struck a blow which will lead, it is said, to a reform in the now overloaded courses in our public schools.

MISS CLARA WRIGHT, of Beloit, daughter of T. L. WRIGHT, the superintendent of the public schools of that city, takes charge of the primary department of the Whitewater Normal School. She is represented as possessing excellent qualifications for the position.

SUPT. WALKER, of Manitowoc county, in a recent circular, publishes the following:

"The attention of district officers and others interested, is directed to chapter 121, laws of 1879, entitled "An act to secure to children the benefits of an elementary education." This act requires parents and persons having the charge of any child or children between the ages of seven and fifteen, to send such child or children for at least twelve weeks in each school year, to school. The duty of school boards, and the penalties for violation of the law are plainly laid down in this act."

SUPT. RATHBUN closes his circular to schoo officers of his county with these excellent suggestions:

"I submit these matters to you, and through you to the people of your respective districts, and ask for them careful consideration. I have no doubt that five-sixths of the voters will say: "It takes money; times are hard, and our people are in debt." I know that it takes money; I know that times are hard; I know that people are in debt; but when do you expect times to be better? When do you expect your people to be out of debt? If better times and a debtless people are waited for before school improvements take place I fear that the present school buildings, just as they are ("natural wear and tear" included) must be used by several generations yet to come. Much may be done in the way of improvement with very little money if attention is only given to the matter. In order to have our schools bring in full returns they must have constant and careful attention. A duty is imposed upon district officers which should be honestly performed. To properly educate the children of this country is a task of the greatest responsibility: those who are) performing it should have every aid and encouragement possible. whether it be in shape of liberal pay, encouraging words, or neat and commodious rooms in which to work. The results of their labors can not be estimated in gold and silver. No one can give a teacher greater aid than an honest, conscientious district officer. He knows the peculiarities of the people and pupils of his district, and a few words of friendly advice to a teacher at the opening of or during a term of school will do a great deal toward making the school a success.

PROF. DAVIES retains the principalship of the Lancaster schools. Miss Mary Robbins, a graduate of the Platteville Normal School, is engaged as assistant, and Miss Emma Watkins will have charge of the primary department.

PROF. DE MOTTE, of the Deaf and Dumb Institute at Delavan, and Pres. Gillette, of a similar institute at Jacksonville, Illinois, were on board the propeller which sprung aleak off the harbor of Manitowoc last month, and was able, with great difficulty, to reach the shore. They both were making a pleasure trip to Lake Superior.

THE LEADING CITIZENS of Green county, who appreciate how valuable have been the services of Prof. T. C. Richmond, the county superintendent for several years, are very loth for him to leave the position and become principal of the Brodhead public school. A portion of them have vainly solicited the school board of that place to dissolve their contract with Prof. Richmond, and thus permit him to continue in his present work.

A dispatch from Manitowoc, Aug. 29th, to the Chicago Times, contains the following:

"The closing exercises of the Teachers' institute took place at the high-school building last evening. It was the most successful institute ever held here, and was at once a credit to its conductor, Prof. Graham, and to the county. Upward of one hundred and thirty teachers have been in attendance. The exercises last evening closed with a debate upon the relative merits of the constitution of the United States and of England, participated in by Hon. Michael Kirwan, and John Nagle, editor of *The Pilot*, on the part of England, and L. J. Nash, an attorney, and Prof. J. P. Briggs, principal of the high school, on the part of the United States. Messrs. Kirwan, Nash, and Nagle were all formerly prominent educators of this county. The debate was able throughout, and was highly interesting and instructive. After the exercises Superintendent Walker was presented with a set of beautiful books and a fine upholstered arm chair by the teachers in attendance, the presentation speech being made by Miss Hattie Boon, in a very happy manner. Prof. Graham also, was presented with a beautiful silver water pitcher, as a mark of appreciation and esteem. The annual examinations commenced to-day."

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SCHOOL HYGIENE.

WHAT CAN TEACHERS DO TO PROMOTE IT?

[Paper prepared for the State Teachers' Association, by Prof. T. W. CHITTENDEN.]

Some months ago the State Board of Health of Wisconsin issued a circular addressed to the teachers of public schools throughout the state, which circular was supplemented by another from our state superintendent, Mr. Whitford, addressed to county superintendents. Both these circulars were designed to obtain information regarding the sanitary conditions surrounding our public school buildings, and, from the time of their issue till now, answers in considerable numbers have been coming into the hands of the writer of this paper who, it may be said, is engaged in the office of that board.

As a large majority of those present have doubtless seen one or both the circulars referred to, and very many have sent information more or less full to the office of the State Board of Health in response to them, I need not occupy your time in enumerating the questions propounded. I think, however, that comparatively few can know much of the unhealthy conditions under which many teachers are compelled to labor, even in districts in which we have a right to look for better things, or of the utter lack of any proper sanitary care of school-houses and their surroundings, and it is with the view of bringing some of these defects under public notice that I venture to claim your attention now and here.

Reports which have come into my hands from all parts of the state, during the two months just ended, have given indisputable

proof that there are very few buildings used for school purposes anywhere in Wisconsin which even approach to a perfect sanitary condition, while very many are as completely lacking in all the essentials of that desirable state, as was — perhaps *is* that school house in Vermont, among whose occupants malignant diphtheria recently ran so virulent a course with such fatal results. We are told of school-houses standing on ground so wet that it is hardly possible to cross it dry-shod during a large part of the year; on a bog covered with two or three feet of saw-dust; scarcely a dozen buildings have any system of drainage; the writer has personal knowledge of one instance in which the stability of a very costly building is endangered from the lack of such a system. In many school rooms the pupils receive light from right and left, front and rear, no means whatever being provided for cutting off the blinding glare at any time of the day, a necessary consequence being permanent injury to sight. In some districts the village carpenter has been called upon to construct the seats and desks; has planned them after the models in use in his own boyhood, forty or fifty years ago, and had succeeded in producing instruments of torture worthy the attention of Nicholas Eymeric's ghost, instruments the effects of which stretch on through the whole lives of the victims submitted to their operation. It seems incredible that common decency should be ignored as it is in too many instances, not only by neglecting to provide separate out-door accommodations for the sexes, but by neglecting to provide any accommodation whatever; such neglect as this, inexcusable as it is, and far-reaching though its consequences may be, is preferable to the carelessness which places the out-house within a few feet of the well, or as is the case in at least one instance, digs a vault on a side hill and a well below it.

You will say perhaps that these things are beyond the teacher's control, that school-houses are built and furnished without consulting him, and that all he can do is to take the building as he finds it and do the best he can with it. That all this is true, I willingly grant, but it is fair to ask: does he in all cases make the best that can be made of the school-house and its surroundings? Is it not too often the fact that he enters upon his work, teaches through one, two, three, or more terms not only without calling the attention of the school board to any of the defects which exist, but without doing what lies in his own power to remedy them? I fear that he sometimes is lacking in the knowledge that would enable him to recognize unsanitary conditions, and even adds to the evil consequences

which come from those conditions. Certain it is that some of the reports in my hands strongly and unpleasantly suggest the query: Who shall teach the teachers? Thus one tells us that "the soil is a heavy clay on which water stands in wet weather and for some time afterwards," and yet says that "there is no system of drainage and none is needed." Another, who says that some of his pupils have ten studies to pursue at the same time, (not ten daily recitations it may be hoped), that the average student would require from six to ten hours study daily to prepare the work demanded of him; thinks that the health of his scholars might be improved, if they were not called upon to do any physical labor; that they should not be required to chop wood, bring water, wash dishes, attend to chores generally in addition to the mental labor involved in the preparation of their school work; seeming to be very far from thinking that the imposition of tasks which render such an amount of work necessary is actually criminal — that the teacher who exacts them is responsible for a large part of the ill health which must of necessity result.

In answer to the question what means are employed to prevent the spread of contagious diseases? The statements are generally made that pupils who come from houses where such diseases are known to prevail, are excluded from school "until it is safe to re-admit them," "until all danger has passed," etc. Not a few say that such diseases are unknown in their respective districts, and this is said in some cases of towns where the reports from town clerks, local health officers, and physicians say that measles, scarlet fever, diphtheria, and whooping cough have prevailed to a greater or less extent; thus some ground is given for the suspicion that there are teachers who do not know what contagious diseases are, or at least don't know that the maladies just referred to are contagious in the ordinary acceptation of that term, if not in its strict etymological meaning. It would be a very interesting inquiry, and I regret somewhat that it had not been undertaken, which should have for its object the determination of the extent of medical knowledge possessed by our teachers. How many are there who can recognize scarlet fever, diphtheria, measles, etc., in their incipient stages? How many who can even tell the difference between measles in its earlier days and a common catarrh? How many who know the duration of the first stage or the time when the patient ceases to be dangerous to his companions? How many are there who entertain the notion that whooping cough ceases to be contagious at the expiration of a certain definite time — six, seven, nine, or twelve weeks?

I am far from wishing to be unduly critical; I have been for twenty-five years of my life numbered among the honorable fraternity of teachers, and I know full well all the adverse circumstances under which you have only too often to work; I know how hard it is to do all that you are called upon to do — called upon by district boards; by parents reasonable and unreasonable; by that sternest and most severe critic of all things done and undone, your own conscience; I know how much is expected, and how little and how grudgingly you are too often paid, and yet I am going to suggest the doing of something more. I am going to hint that a teacher should know something about the wonderful mechanism of the body and the laws which govern its workings, as well as of those which govern the workings of the mind; that he should know a little more of physiology than can be found in Steele's 14 Weeks, in Martindale, or in Cutter, or in Hutchinson, or even in Huxley and Youman's, or Hinton's more extended works, good as these all are in their respective ways; that he should become acquainted with certain well established facts that have not yet found their way into the text-books; that he should know something about important theories of the origin of some of the diseases heretofore mentioned, theories which, while it is perhaps too much to say that they are universally accepted, still command the assent of a very large proportion of our most thoughtful and best sanitarians; that a knowledge of these theories, and prompt and decided action upon them on the part of a teacher may be the means, if not of absolutely preventing an outbreak of disease, yet of greatly restricting its range and rendering it less virulent and fatal in its effects; that prominent among these theories stands the one which teaches that diphtheria, scarlet fever, typhoid fever, and other maladies of kindred nature, if not always originating in filth, are certainly greatly intensified and rendered more deadly by it; that in the term filth is to be included much more than nastiness, which can be touched or seen or smelled; that many a place which a neat housewife might pronounce clean, would be called foul by the sanitarian; that many a school-room reeks with disease producing matter, though not, it may be, in visible, tangible forms; that our wells and other sources of water supply are too often heavily charged with the same matter; that our school-houses and their grounds, which of all places in the world should be models of cleanliness in all respects, are not seldom anything but models in that particular. I am, as I have already said, perfectly willing to admit that for the condition of many

of our school buildings the teacher is not primarily responsible, that the people of the district in the first instance, and the district boards in the second are guilty of great neglect; but I fear that teachers generally fall short of their duty in not calling attention to many defects which would be remedied if this were done. Our teachers are among the most intelligent of the communities in which they live, and if they, who know better than any one else what a school-house should be, simply take what is provided for them without ever hinting even that improvement is possible in any respect, without venturing to point out defects which no parent would allow his children to suffer from at home; how can any advance be expected? I have had much to do with school boards of various grades, both as a teacher and as superintendent, and my experience has always been that they are willing and anxious to do all that lies in their power to render the school building comfortable and healthful, and that any suggestion properly made, looking to that end, will receive respectful consideration at their hands. It may be, I hope very sincerely that it is the case, that not a single one among the teachers assembled here today would remain quiet if there was anything that he could do to improve the sanitary condition of the school over which he presides; but it is certain that very many of the five thousand or more teachers of Wisconsin do acquiesce in the existing order of things, and give a tacit assent to what they ought to know is wholly wrong.

Taking the worst view of the case, however, and assuming that a teacher has to do with a board wholly unable or unwilling to make any motion toward putting a school building into good sanitary condition, the question comes up: What can the teacher himself do to that end? Suppose that he is surrounded by a community, and such communities are to be found, ignorant of all hygienic laws, who have chosen a district board which fairly represents themselves, who are anxious only that the school shall be carried on at the cheapest rate for the minimum time prescribed by law. What can a teacher do, standing alone and unaided among such a people? I suppose that there is no one here present who has not recognized the fact that the teacher of the district school is a power in any community; that his influence extends far beyond those with whom he has more immediately to deal; that his sayings are quoted and discussed around many a table at which he never sits, and in many a household into which he never enters. In this way, then, the teacher can accomplish much; by calling the attention of his pupils to sanitary and hygienic laws,

by discussing those laws whenever a favorable opportunity presents itself, and by making such discussions a part and a very important part of his work. In saying that the discussion should be made an important part of the teacher's work, I do not mean to imply that any prolonged daily exercise is needed; a talk of ten, or even of five minutes, may be better than a lecture of an hour's duration, if the teacher has thoroughly prepared himself, and a few important facts, skillfully illustrated, be forcibly presented within that time.

But the teacher can and must do more than talk about hygiene, if he desires to accomplish much in the way of reform in such a community as that described. It will be of little use to talk about the importance of ventilating bed rooms, if he does nothing to keep the air of the school room fresh and pure. I need not enlarge now and here upon the number of cubic feet necessary *per capita*, each hour, although I may remark by way of parenthesis that very, very few of the teachers who have reported to the board of health, have been able to give any information whatever concerning the amount of air actually secured to their pupils, although very many have found fault with the means of ventilation.

Let the teacher, then, attend to this very important point of ventilation; there are very many devices by which a constant change of air may be maintained without danger from draughts — a danger too often overlooked by zealous advocates of fresh air. Said a very intelligent lad who had suffered much in health from exposure to chilling draughts in the school room: "When I get to be a man, I'll knock down any man who says 'ventilate' to me;" and just at that time I sympathized with him very heartily. Placing a board some two or three inches in width, and in length equal to the breadth of the window under each lower sash, is a good and effective means of introducing fresh air; cutting away the wood of the sashes at the point where the upper and lower sashes meet, so as to leave an aperture whose length is equal to the breadth of the window, is another, and perhaps a better method. In some schools in Germany, where some things are certainly better managed than they are here, the teacher is required to clear the school room for at least five minutes each hour, and during that time all doors and windows must be thrown open; some modification of this plan might be introduced with advantage Any teacher can at very small expense obtain an apparatus which will enable him to decide whether the air in his room is overloaded with carbonic acid, which, while not in itself the most objectionable con-

stituent of air, is a tolerable good index of the amount of impurity present in it. All that is needed is some lime-water, which requires no special skill in preparation, with one, or at most two vials which may be obtained from any druggist. If one vial only is used it should be of 10 oz. capacity, and have a mark on its side to indicate the point at which ½ oz. of water will stand when poured into it. It will be found more convenient, however, to have a ½ oz. vial to serve as a measure. The lime water may be prepared by simply taking a piece of fresh unslacked lime about as large as an egg, putting it into any suitable vessel capable of holding one or two quarts, and pouring rain water upon it, slowly at first, that the heat developed in slacking may do no harm; when the lime is thoroughly slacked, the vessel may be filled with water and the mixture be well stirred, after which it should be covered from the air and left to settle. As water is only capable of dissolving a small proportion of lime, no fear of getting too strong a solution need be entertained. The lime water thus prepared must be kept in a clean, tightly-corked bottle. To use it, measure out ½ oz. by means of the small vial; then fill the larger vial with sand or water, and carry both into the room whose air is to be examined; here the sand or water is to be emptied out of the 10 oz. vial, when of course, its place will be filled by the air of the room. Now, pour into it the contents of the ½ oz. of lime water, cork the vial tightly and shake it up well; if the lime water remains clear and transparent, all is well; there is probably not sufficient impurity present to do any harm; if, on the other hand, it becomes turbid and milky, carbonic acid is present in too great proportion, and probably foul organic matter also; at any rate, the air needs renewal. And just here it may be well to say that for the maintenance of healthful life a certain proportion of watery vapor is needed in the air; the simplest and most generally available means of regulating this is the wet-and-dry bulb thermometer; the amount of moisture present in the air should be such that the difference between the two scales should not be less than five degrees or more than ten. In any elementary work on physics, descriptions may be found of various forms of hygroscopes which an ingenious teacher can construct at trifling expense for himself, and which, while they are not fitted for accurate scientific observation, are yet sufficiently good for the purpose just named; their scales, which do not need any very extensive range, may be compared with those of a reasonably good pair of thermometers before they are taken into actual use. The horse hair, whalebone, catgut, or pine shingle hygroscopes are well known samples of these.

But another, and in some cases a very abundant source of impurity in the air of our school rooms, one too, which the teacher can do much to guard against, is chalk dust. I have entered a school room in which a class of five or six were at work at the black board, and have found the air so charged with chalk dust that I wondered how any one could remain in such an atmosphere for five minutes without experiencing serious discomfort. In this matter a little care on the part of the teacher is all that is needed to save himself and his pupils from an infliction which may easily entail serious results.

Next to the air we breathe, the water we drink should claim our attention. Time does not admit of my speaking on this point with the fullness which it really deserves. In the second and third Annual Report of the State Board of Health will be found papers upon the subject which give a large amount of information in comparatively small compass, and I must content myself with calling your attention to them. In one, in the last report, from the pen of Dr. Witter, will be found simple methods of testing water and deciding whether it is fit for drinking purposes or not.

I may not enter upon the question of warming our school rooms in cold weather, or upon the means of rendering the warming apparatus, even though it be only a box stove, a powerful adjunct to the proper ventilation of the room. These, with many other questions relating to school hygiene, I hope to discuss at some length in the next report of the Board of Health, in which I hope also that other and abler writers will have much to say upon some of the sanitary problems which connect themselves with our schools. There are one or two points, however, to which I must allude here. I have been in school rooms before now when recitations were going on, during which time the teacher's great pride seemed to be not in the interest which the pupils exhibited in the lesson, not in the fact that the lesson was thoroughly committed and glibly recited, but in this — that they had been drilled to stand upright, with all the toes on a given crack, each child holding his book in the left hand at a certain distance from the eye, sloped at a certain given angle, the right hand hanging accurately at the side, and that no pupil varied from the required position by so much as the turn of an eye-lash during the thirty minutes that the recitation lasted. In the rooms where these requirements were rigidly enforced comparatively comfortable recitation seats were provided which the pupils were never allowed to use. Now it is possible that there are pupils who can go through with a drill of this kind without suffering,

but they are very few in number, and are certainly not girls. I can not enter here upon a lengthened physiological dissertation, but will only ask you to call to mind the important physical difference existing between the sexes, the great changes that take place at the age of puberty in both, and the dangers which beset girls especially at that time. Reflecting on these, taking the trouble to make yourselves well acquainted with them, if you are not so already, I am confident that you will be willing to forego any such display of military precision, such as I have described. It is slandering the worst martinet who ever breathed to call it *military*, for any officer who should attempt to impose such an infliction day after day upon his men would be taking the surest method to breed a mutiny; for be it remembered, while soldiers are trained to great precision and uniformity in their movements, they are never compelled to stand immovable in one position for a time varying in length from twenty to thirty minutes.

Again there are very many school rooms in Wisconsin, in fact the school rooms are in a large majority, in which the light is thrown upon the pupils work not only from both sides, but from the front and rear all at the same time. A very serious consequence of this faulty illumination is that sight must suffer to a greater or less extent; quite a large proportion of teachers have reported that such is the case in their experience. If the district refuses to do any thing toward correcting this error — but as I have already said, I think that few cases will be found in which nothing whatever can be done with the board upon proper representation of the facts — the teacher can surely remedy it to a great extent. Shades, though made only of brown wrapping paper, will be very effective, and the most mischievous scholar will "let them alone" when once it is understood they are arranged for his own benefit. The light should come from the left hand and rear as far as possible, and shades should be so placed as to secure this result. If the windows be few, or small, or both, only the lower half of those on the right hand may be shaded, but all which tend to throw the light directly into a pupil's eyes as he sits at work should be covered. Blackboards between windows merit special condemnation. In many schools, too, the seats are badly arranged and uncomfortable. "Instruments of torture" is the term used in more than one report in speaking of them. A judicious teacher can do much to relieve the discomfort arising from them, by so arranging the school work that his pupils may not be condemned to occupy them for any protracted time.

This paper has already reached perhaps beyond the limits of your patience, and there are yet many things wholly untouched, quite as important as those to which reference has been made. Among these are the many defects, often wholly unsuspected even by the sufferers, of sight and hearing under which children are now known frequently to labor, with which teachers should be acquainted, and which they can do much to counteract. The knowledge of symptoms of contagious disease, already mentioned, has also an important bearing on school hygiene, as has moreover the knowledge of prophylactic measures in the event of such disease making its appearance.

I have been surprised to learn how large a number of Wisconsin school-houses are unprovided with outbuildings of any kind, how many have no separate accommodations for the sexes, and how many report that no care is taken to render what they have as clean and comfortable as circumstances will admit. There is not a physician in active practice throughout the state probably, who has not met with serious disease arising from a neglect to obey natural calls in due season, and it is a question for grave consideration, whether much of such disease might not be prevented if our outbuildings were kept in such a state as would not excite a feeling of disgust in any decently bred child. I am aware that this subject is a very delicate one, and its proper regulation surrounded with many practical difficulties, but those considerations do not detract from its great importance; so far from that they rather increase it. Yet another matter in which our teachers can do much for the physical good of their pupils is the prevention of injury to the boys more especially, although girls are by no means exempt from the liability to it, in the regular sports of the playground. Very few among our teachers it is to be feared know how great is the danger of producing hernia in these sports, how easily this may be brought about, and the miserable consequences which may attend it. A plain talk of half an hour's duration taking boys and girls at separate times if need be, will frequently be productive of great good in making the danger clear, and the teacher himself will be none the worse for the study necessary to qualify him for the lecture.

Many other topics crowd up for consideration, but, like the barber in Nicholas Nickleby, it is necessary to draw somewhere the line at which we must stop. In a paper like the present no one topic can be fully discussed; it must suffice if we have suggested matter for consideration. I have endeavored in no critical or unkindly spirit to call attention to some few of the more prominent sanitary defects in

our school-house arrangements, and to offer a few hints towards their correction. I think that I may venture in closing to say on behalf of the State Board of Health that any suggestions from any quarter having reference to improving our school-houses, or calling attention to any general or special defects in their sanitary condition, will meet with a welcome, and receive special consideration; and to convey the thanks of the Board to the many teachers and superintendents throughout the state for the valuable information already given.

IN MEMORIAM.

HON. WILLIAM STARR.

[Paper read before the State Teachers' Association, at La Crosse, Friday, July 10, 1879, by the State Superintendent, W. C. WHITFORD.]

The subject of this sketch died on the 18th of April last, a few minutes before noon, at his residence in the city of Ripon, in the 59th year of his age. He was surrounded by his stricken family, who tenderly administered to his wants, and alleviated as far as they were able his distresses. He had returned two weeks previous, from a tour of visiting three teachers' institutes in the state, and he complained at the time of severe pain in his head, and of extreme weariness of his body. Within two days his illness assumed the form of malignant erysipelas, accompanied with typhoid symptoms. His constitution, never very robust, had not sufficient vitality to resist this disease, and he gradually passed away, alternating between hopeful rallying of his physical powers and their prostration in painful paroxysms, and between the unatural illumination of his mental faculties, and their prolonged stupor. During this sickness, in both his rational and unconscious moments, he dwelt in his thoughts almost constantly, not upon his business affairs and his immense property, but upon the management and the prospective growth of the State Normal Schools, all of which had been established under his administration, as the president of the board having them in charge. He experienced great delight in the reading of favorite pieces of poetry, which seemed to sooth his troubled mind and to fix his wandering fancies. He frequently expressed implicit reliance upon personal intercession with God in securing the proper guidance in life, and in the needful preparation for the future state. His departure was as in an undisturbed sleep, without physical pain or mental anguish. After

the solemn services of the Christian religion had been pronounced, a large concourse of his neighbors and friends bore his body to its resting place in the cemetery on the bluff near his home. His grave is in a most beautiful spot, overlooking a wide stretch of country, in which he had performed his varied labors for the past thirty-four years. The vestry of the Episcopal church, of which he was an esteemed member, passed soon after his death the following resolution: "That we desire also to express our appreciation of his great worth as a citizen, his many strong elements of character, his incorruptible integrity, his unostentatious virtues, his honorable ambition and untiring service in the educational interests of the state at large, his entire devotion to the duties and responsibilities of every position he occupied, both in public and private life, and the conscientious fidelity with which he met and discharged them all."

The early childhood of Pres. Starr was spent in his native village of Middletown, Conn., situated on the west bank of the river from which that state is named, and at the head of ship navigation. The scenery at this place is delightful, and the inhabitants have always been noted for their superior intelligence and enterprise. He was the youngest of eleven children, and his father, a mechanic, lived in indigent circumstances. This parent, who died before the birth of Mr. Starr, belonged to an old family in Connecticut, and he inherited their traits of patient industry, refinement of mind, modest behavior, and strong practical sense. The mother possessed great energy of character, had an ardent love for her children, and proved a wise counsellor in their bereavement. The schools of the place were excellent, and assisted largely in forming in the young boy an ardent thirst for knowledge.

In 1829, when eight years old, Mr. Starr moved into Lewis county, N. Y., then a new and sparsely settled country, and here lived with his step-father on a farm for the next six years. Here he experienced many of the hardships of a pioneer life, occupied in clearing the lands of heavy timber, and in obtaining a scanty support. Neither could the advantages of a good public school be here enjoyed, nor could the boy be spared from hard and necessary labor to acquire a fair education. Still he seems to have improved to the utmost the meager opportunities furnished him for studying the common English branches, and he became in them an apt and diligent scholar. He formed at this time the habit of learning the contents of his school books in his leisure hours, after dinner, in the evenings, and on rainy days. He

gratified, to some extent, his over-mastering passion for reading, and literally devoured the few works which came within his reach. Endowed with a tenacious memory, he retained all through life much of the information thus early gained.

When fourteen years of age, he resolved to satisfy the leading bent of his mind to secure an academic education. In the formation of this purpose, he was aided by the hearty sympathy of his mother. For the following eight years he divided his time between working on the farm, attending an academy at Watertown, N. Y., prosecuting his studies by himself, and teaching school. He preserved through life the text-books which he used during this period, and they were arranged, at the time of his death, with the other choice books of his library. They show the scrupulous neatness with which he learned to handle all his books during his school days. There are no torn leaves in them, no pencil marks, no ink blots, and no broken covers. Still the yellow pages give evidence of the patient industry with which he mastered the lessons they contain. Only by the practice of rigid economy was he able to purchase these books, and they represented to him always the many days of hard labor required in sustaining himself while in attendance at school, and in making preparation for his classes. It is an interesting exercise to pass from subject to subject, as presented in these school books, and to note the examples, the propositions, the rules, the discussions, and the selections from classical literature, all of which, upon being learned, contributed to qualify him for his subsequent special work in teaching, in managing a store, in charge of vast lumbering interests, in filling the positions of postmaster, county officer, and member of the assembly, and in directing the complicated affairs of the Normal Schools of the state. What facts here understood were used a thousand times in conversation or in planning business enterprizes! What sentiments here imbibed have moulded his opinions and impulses in after years! What resolutions here formed goverened him in his more active and useful career!

He evidently studied with interest the common and higher branches of the mathematics. He gave close attention to English Grammar and Blair's Rhetoric. Essay writing seemed to have been an agreeable exercise for his mind; but he enjoyed with the liveliest relish his Latin and Greek authors. Upon these he bestowed the greater labor. He read not the whole course usually pursued in our highest schools, but he advanced beyond those portions of the classics taught at the

time in our best academies. He maintained through life a sincere love for the Latin and Greek languages; and he furnishes a marked example of the practical effects which a careful discipline in these languages affords. It cultivated in him a close attention to details, the power to analyze a subject with precision, and the faculty of clear and exact statement. These traits assisted largely in qualifying him as a business man to win notable success in nearly every undertaking.

Even in his boyhood he was deeply interested in educational subjects. This bias of his mind was indicated not only by his severe struggles to acquire an academic culture, but by the favorite topics which he chose for his school essays. The following selection from a composition written by him at seventeen years of age, not only shows this fact, but also the purposes and aspirations of his mind at that early age. The article is entitled "Education," and contains the following paragraph:

"The history of no other government is richer that that of our own in examples calculated to encourage such as are commencing their education under humble circumstances. It may be true, indeed, that under all governments and in the face of all discouragements, talents of a high order will bring their possessor into notice. But our great boast is that the nature of our institutions places no bar or hindrance in the path of any citizen, even to the highest office known in the constitution. We know of no hereditary law-maker, and no privileged aristocracy monopolizing public stations. The son of the humblest laborer may in this country aspire to represent his fellow citizens in the state and the national legislature, or to sit in the executive chair. And for these stations, no higher education is essential than that which has been attained under the most discouraging circumstances. In proof of this, a large number of our most eminent and useful men have enjoyed in early life very limited advantages. But this want in them was supplied by industry, perseverance, and energy of character. They began to think, to reflect on what they had learned, and to judge of men and things for themselves. This is a grand end of a right culture, to habituate the mind to patient thought and labor, and to decide with independence and fearlessness. But let us not mistake the ultimate object of education. It is not to fit us for successful progress in the path of ambition, for climbing the slippery heights of power, but to qualify us for discharging as men with credit and honor, all our duties."

Another evidence of his early interest in the educational work, is

the fact that he studied in the academy and at home, with the view of qualifying himself for teaching. I think he intended to make it his calling for life, and was diverted from it at first by ill health, and at last abandoned it altogether on finding that he possessed abilities of a high order for managing large business enterprises. Before leaving the state of New York, he had taught portions of the time for four years in the public schools of Watertown and Leyden.

He came to Wisconsin in 1843, landing at Kenosha, June 13th of that year; and he opened at that place by the 5th of the following month a private school, which he conducted until the spring of 1845, nearly two years. Here he taught not only the English branches, but the preparatory portions of the Latin and Greek languages. The two years following, he was in charge most of the time of the public school in the village of Ceresco, situated a short distance west of Ripon. Subsequently, he was employed at this place in mercantile operations.

Acquiring some property, he next turned his attention to farming in the vicinity of his home, and to the lumbering business in the northern portions of the state. He finally invested the main share of his great fortune, the fruits of his business operations, in the purchase of pine lands in Wisconsin and in Michigan; thousands of acres of which he owned at the time of his death. Besides being honored by his fellow citizens with elections to town and county offices, he was sent to the assembly of the state twice, in 1863 and 1864. His long experience in his business pursuits had not quenched his former ardent interest in educational movements; and he was made in that house the chairman of the standing committee on education.

He married about twenty years since Mrs. Annie Clark, a lady with whom he formed an acquaintance soon after coming to the state. She has been to him a most useful companion; and now surviving him, she bears the most affectionate regard for his memory. A son, the only child, and a bright and active youth about eighteen years of age, is completing the course of study in Ripon college, and will inherit a very large share of his father's property.

Pres. Starr aided by his means and his counsels the establishment of the present flourishing college at the place of his long residence. The president of that institution speaks of his remarkable efficiency as one of the trustees in securing for it a stable foundation and a prosperous opening. He continued to the last to give it his firm support.

But in his connection with the Board of Regents of Normal Schools,

has Pres. Starr performed the most useful and lasting work of his life. He was appointed a member of this board in 1864, and three years after was elected its president. To this honorable and responsible office, he was chosen annually thereafter by his associate regents. His insight into educational problems and methods; his rare abilities as a business man; his careful and courteous regard for the opinions and preferences of others; his habits of close and independent thinking; his accurate judgment and his stern integrity of character; all qualified him for his leading position in the management of our Normal School enterprises, which must be classed among the most distinguished and successful movements ever inaugurated by our state. It would not be appropriate in this article to describe the chaotic condition of the initial efforts of the state to create a Normal school system, when Pres. Starr became a member of the board. We have not the time even to outline the operations of this board for the past fourteen years in maintaining yearly our institute work, in the organization of the four Normal schools, in the judicious expenditure of hundreds of thousands of dollars in the support of them, and in employing their faculties and supervising their instruction and the progress of their pupils. A large share of this varied and difficult labor fell to Pres. Starr. His family state that he gave at least one-half of his time during all these years, in attention to the duties of this position. He conducted for the Normal School Board an extensive correspondence; he attended all the meetings of the regents, as well as those of several of the important committees, serving generally as their chairman; he frequently conferred with the presidents and other teachers of the schools; he visited them quite often, and inspected minutely their operations. His knowledge of every part of this gigantic system was complete and accurate. Quiet in his demeanor, modest in all his opinions, and never forward in presenting his plans, scarcely was a measure of any importance ever acted upon by the board or its committees, without consulting with him or without obtaining his approval. Few persons know so well as the older members of this board how much the present efficiency and the past success of our Normal schools are due to his labors and judgment. I apprehend that none of us ever fully comprehended how great was the inmost satisfaction of his heart in witnessing the beginning and growth of school after school, and in supplying the means of high culture to so many youth in the state, who would be subsequently employed as teachers in our public schools. Several times in the past year, as I have con-

versed with him in reference to some feature of the schools, the work of some teachers therein, and the attainments of some classes under their instruction, I have seen the large tears start in his deep set eyes and roll down his undemonstrative face.

His character is so well known to the teachers of the state, that I need not describe at length its traits. His interest in the passing events of the day was peculiarly prominent. On the railroad trains; at the hotels; and in his own home, unless, employed by pressing duties, you would find him reading carefully the daily newspapers. While prostrated in his last illness, his entreaties to the attending physician to be permitted to examine the latest papers, were really distressing. His love for some of the best works in our literature was permanent. He even cultivated the poetical spirit, and composed at different periods of his life some exquisite verses, showing remarkable sweetness of rhythm, deep and earnest feeling, and the most refined sentiments. His hatred of pretention and sham, and of duplicity and meanness, was prompt and crushing in its expression. His self-forgetfulness and self-sacrifice in the administration of our Normal schools were admirable. Associated with him for ten years in this work, I do not remember a single act or suggestion of his which could be interpreted as selfish. His judgment of men and their conduct was profound and just. A lady of culture and high social standing who was thoroughly acquainted with him said, while lamenting his death: "I would prefer to have submitted to him above all other human beings I have ever known, all the thoughts and acts of my life; and to abide by his decision." He was thoughtful and independent in the formation of his opinions, and possessed some of the dignity of an apostle and the firmness of a martyr, in maintaining his ideas of right and duty. He required in all workings under his supervision the most conscientious fidelity, and he exhibited that exalted integrity in private and public life, which was the natural fruit of a cultivated, pure, noble and upright spirit.

THE first step to self-knowledge is self-distrust. Nor can we attain to any knowledge except by like process.

EDUCATION is to inspire the love of truth as the supreme good, and to clarify the vision of the intellect to discern it.

THE worst education which teaches self-denial, is better than the best which teaches everything else, and not that.

ENTOMOLOGY IN THE COMMON SCHOOLS—VII.

There are yet at least eight well-defined families of the Lepidoptera. Of these, the *Aegeriadae* are represented by the fewest species. These are very characteristic in appearance. They are small, quickly-flying insects, delighting in the sunshine, and, as they hover over and dart amid the flowers, may be easily be mistaken for bees. They are provided with conspicuous tufts at the extremity of the abdomen, and these they are able to expand in flight.

The *Sphingidae* embrace a quite considerable number of species, seventy-eight being enumerated in the check-list of North American species, prepared by Prof. Grote in 1877. These are commonly known as hawk-moths, or humming-bird moths, and are large, heavy-bodied insects, with long, sharp wings, by means of which they fly with wonderful rapidity. The large hairless caterpillars that infest the tomato plant are larvae of sphinx moths. Their attitude in repose has reminded some one of the Sphinx, hence the name.

The *Zygaenidae* number less than fifty species, but are important as forming, so to speak, the connecting link between the diurnal and the nocturnal Lepidoptera. They may be recognized by their long and comparatively narrow wings, which, however, are rounded at the extremity, by their brilliant colors, by the antennae, which are conspicuously swollen centrally, and by their unusually slow flight.

The *Bombycidae* constitute a very large family of moths, varying greatly in size, color and other specific characteristics. They are crepuscular or nocturnal in habit, and many fly even with sluggishness. The small sunken head, the pectinated antennae, and the exceedingly short tongue will usually suffice to distinguish individuals of this family. The large cocoon-constructing caterpillars, the larvæ of the moths known as Cecropia, Polyphemus, Luna, etc., belong here, as well as the numerous hairy larvæ, commonly known as woolly bears. To this family, in North America, belong between two hundred and three hundred species.

The *Noctuidae* or night-flyers proper, as the name implies, constitute the largest of the families of the Lepidoptera, there being already described from North America more than twelve hundred species. To this family belong all the numerous plainly colored moths or millers which, attracted by the light, sometimes annoy us so much by fluttering about our rooms in summer evenings. And yet there are

hundreds of species, many of them clad in the most gaudy vestments, which never voluntarily come out from the darkness of the night. These may be obtained, to enrich the cabinet, only by the device of sugaring, already described. Individuals of this family have peculiar markings on the forewings, which at once distinguish them from moths of other families. A more or less conspicuous reniform spot, with an accompanying dot, varying in color in different species, may nearly always be discerned, even on the dingiest examples.

The *Geometridae* or Geometers receive their family name from the peculiar style of locomotion adopted by their larvæ. These are the so-called "loopers" or "span-worms." The larva, grasping firmly with his forward feet the surface on which he is moving, bows his back upwards so as to bring the rear feet up as closely as possible to the forward ones. The rear ones now hold fast as the forward ones loosen their hold, and, as the body flattens down to the surface, the caterpillar thus gains at each looping a space equal to perhaps one-half of its length. The moths of this family have, in many instances, wings equalling in width those of the butterflies; the antennæ are often pectinated in the male, while they are simply filiform in the female. The whole structure of the moth is so slight that a specimen prepared for the cabinet will frequently be destroyed by a sudden puff of breath from the lungs.

The *Tortricidae* derive their name from the peculiar habits of the larvæ. These, while feeding and especially when preparing to moult, roll together leaves in such a way as to form a cozy tenement for the provident occupants. These moths are all small, and are also peculiar by reason of their wide forewings, the contour of which is gracefully curved.

The *Tineidæ* embrace all the so-called leaf-miners. They are indeed *tiny* when their larvæ can make homes for themselves within the tissue of leaves, while they are yet in the preparatory stages of their existence. Their wings are narrow and sharp, the distinction between them and the *Tortricidæ* being thus very evident. The wings are also ornamented with elegant fringes, which, under a microscope, present a most beautiful appearance.

The *Pterophoridæ* also have fringes to the wings, but they are distinct in having one or both pairs of wings also deeply cleft, so as to suggest a dactylic structure, hence the family name. Specimens of the *Pterophoridæ*, or Plume-moths, can almost always be obtained on the blossoms of thistles. For more extensive information on the sub-

ject of the Lepidoptera, the inquisitive reader is referred to the following works:

Morris' Synopsis of the Lepidoptera, published by the Smithsonian Institution.

Packard's Guide to the Study of Insects.

Harris' Insects of Massachusetts Injurious to Vegetation.

Edwards's Butterflies of North America.

The publications of scientific societies already mentioned, have numerous descriptions scattered throughout their whole extent. In particular may be noted Vol. III of the Proceedings of the Entomological Society of Philadelphia, as containing Dr. Packard's Monograph of the *Bombycidæ*, and the three volumes of the Buffalo Bulletin, which contain a great number of descriptions of reeent discoveries among the *Noctuidæ*.

The *Geometridæ* have been very fully described and figured by Dr. Packard in an exhaustive monograph of some 700 pp., 4to., published by the authority of the U. S. goverment, and issued as a part of Prof. Hayden's report of the U. S. Geological Survey of the Territories.

O. S. WESTCOTT.

NOTE. In closing, for the present at least, this series of hastily written articles on a very attractive and well-nigh inexhaustible topic, the author takes this occasion to say that if any teacher or other person has become so far interested in the matter as to desire to establish a cabinet, he will be very happy to lend all the assistance in his power by naming any insects that may be forwarded to his address. (Racine, Wisconsin.) For this purpose two sets of insects should be arranged and carefully numbered in duplicate. One of these sets being forwarded to the subscriber, he will return the names by mail to the party sending the insects. If the specimens are "set," they should be tightly pinned within a cork-lined box, and this box placed within another one, a packing of cotton, tow or fine shavings being placed in the space between the boxes, that the jar in transportation may not loosen the hold of the pins. If the insects are not set, *Lepidoptera* may be arranged with the wings touching each other over the back, and then carefully folded in tissue paper, and sent packed in an unyielding box of wood or tin. Other insects may also be wrapped in tissue paper, no special arrangement of the parts being required. Boxes of material arranged in this manner must, however, in all cases be *filled*, that there be no jostling of the contents whatever. O. S. W.

TEACHERS should remember that surroundings exert a great educational influence. If the teacher is neat and tasty in his attire, the pupils will be apt to be so also. The teacher's influence is ever around the child, and should the teacher be slovenly, come into the school collarless, or with other untidy features of dress, talk in a rough manner, and indulge in the frequent use of slang phrases, he educates the children to cultivate just such habits.

SELECTED.

THE SPELLING REFORM.

It is hard to spell English. Many good men make mistakes. Children spend a good deal of time in learning to spell; and after all they never learn to spell all the words in our language.

Some people are therefore trying to avoid the difficulty. Eminent scholars have given their support to the plan; and a good deal of talk and a good deal of ink have already been expended on the subject. This may be an interesting way to spend one's leisure, if anybody has leisure to spend; but the attempt to provide a mode of spelling, ready made, must be abortive; and no possible and useful thing ought to be slighted in the pursuit of a chimera.

A language grows; it is never made. Spelling is a part of the language and must change by slow degrees. There is no language where the voice of hard spelling is not heard. No language since the creation ever had its spelling "reformed;" none ever will.

Time is wasted in learning to spell, they say; if we only had the reformed spelling, two years would be saved in the education of every child. Possibly; but we haven't got the reformed spelling.

Why not "reform" the irregular verbs? the derivatives, so that the same suffix will indicate the actor; the same suffix the object; and so on? And next, why not "reform" the modes and tenses of the verb? In this way two years more may perhaps be saved in the education of each child.

The whole language may next be "reformed" so that a child may know it at birth, and save in all six years of study. Let us memorialize Congress to appoint a commission to investigate this subject. Noted linguists might agree upon a perfect language — *might* agree — but who would adopt it and speak it? Was a language ever so adopted? One amateur said, enthusiastically, We can give concerts; another said, Yes, but who will take them?

If reformed spelling is to save two years' study, and reformed language four, then reformed arithmetic should save two; reformed geography two; reformed reading two; and we have fourteen years saved from a course of ten years — which ought to add four years to a person's life! By all means this subject should engage the attention of Congress at once.

How are such reforms as these usually received? The decimal system of money is vastly easier than the English system, but England for one hundred years has stuck to her *L. s. d.*, and yet the English are not a stupid people. The Metric system of weights and measures is much simpler than the one we use; but it is introduced very slowly. Both these changes are infinitely easier than the proposed change in the spelling.

There is a good deal of inertia in human nature, and especially in the changes that go on in a language. Like friction, this inertia is sometimes troublesome; but we could not do without friction — nor without this inertia.

In this talk about saving time, there is a great fallacy. Save all the time you will; yet the education of a child will take time. The mind must have time for growth, just as a plant must have time. The manure that would make a plant grow in no time would kill the plant; there would be no plant to grow. So with a child; the method of education that takes no time would leave no mind.

However this may be, don't let the "reformed spelling" take any time from useful school work.—*Pa. School Journal.*

A MASTERY OF ENGLISH ESSENTIAL.

The head of a great university has lately ventured publicly to assert that only one thing is essential to culture, and that that one thing is a thorough and elegant mastery of the mother tongue. If we mark well the exact sense of the word *essential*, remembering also to insist that other knowledge is important and all knowledge desirable, the truth of the statement may be conceded. The Greeks, the most polished people of antiquity, studied no literature beside their own, and learned no alien tongue for any literary purpose. The French, the most polished people of the present, and the only modern people whose literature is read by all others, possess to a remarkable degree the same self-sufficing characteristic. These two notable facts in the history of civilization support President Eliot in his unexpected and audacious confession. We believe that he is right, whether he speaks of the culture of a nation or of that of an individual. Nor is the knowledge which he praises merely a grace; it is a means towards soundness of judgment, it is a help to pure reason. Obviously, the man who always chooses words with precision and arranges them with

lucidity will argue more accurately than the man who expresses himself vaguely and blindly. "Reading maketh a full man; conference a ready man; and writing an exact man," said Bacon. Yes, if the writing itself is exact, but not so certainly otherwise.

Now, if this knowledge of English is thus essential, why not teach it? Is it a prominent branch of education in our universities? Not at all: not in Harvard and Yale, I am sure; probably in no other. It is a humble attendant on other studies, counting almost as a supernumerary. There are professorships of rhetoric and of English literature, but they are held in light esteem, I believe, by the other chairs of the faculty, and they are allowed to demand but little of a student's time. Their courses are made so easy that the idle seek them as "optionals." Only think of their being classed as *optionals*, when their proper result is an *essential!* Oh, but the students are supposed to know English when they enter college. Are they? Ask the disgusted professor of rhetoric. He will tell you that in nine-tenths of the exercises submitted to him, spelling and grammar and construction are at fault. And to correct this disgraceful ignorance, there are six to eight "compositions" a year. There should be several times as many. In leaning to write well there is but one secret of success, and that is frequent, laborious practice, coupled with assiduous correction. I venture to assert that the journeymen printers of our land write more fluently and grammatically, on the average, than the seniors in our universities. Why? Not through superiority of intellect, certainly; not because they know Greek and Latin and mental philosophy; but solely because the handling of English is their daily work.

Obviously, there must be more writing than there is in our schools and colleges, or we shall continue to lack President Eliot's essential to culture. Other studies must cede some ground to this one; and to that end there must be fewer enforced courses. Every one who knows the college youth knows that he is harrassed with many textbooks, and that he ends his four years with but a smattering of various branches of knowledge, having learned no one thing thoroughly. He must have time for his compositions, or he cannot do them well. Nor should he be called on for much original thought, — a frequent error of the professor of rhetoric. No profound or unusual subjects; only such as the student can write about readily; only topics within easy reach for one of his age and information; translations; sketches of personal adventure; renderings, in one's own words, from well-

known authors; epitomes of professional lectures, or of text-books, even; replies to the effusions of brother students,— such themes as these should be commended. The object is to bring about much writing, much handling of the mother tongue, much of that practice which makes perfect. The professor of rhetoric should remember that other professors reveal metaphysics, the lessons of history, and the secrets of political economy, and that his business is strictly and exclusively to reach a fluent, correct, and graceful use of English.

But if all this is done, other studies will be neglected. No doubt of it, and of course it is a pity; but still no doubt we must make a choice. Either a poor instruction in English and a smattering of many things, or a fairly good instruction in English and a smattering of fewer things, — that is our dilemma. But is it worth while to make a nation of good writers? It has certainly been worth while to have Greeks and Frenchmen; the world has judged that they deserved a great deal of attention. "Ah, my Athenian friends, see what I am doing to win your praise!" said Alexander, as he plunged in the Granicus. — *From "Contributor's Club," Atlantic Monthly for September.*

SCHOOL MANAGEMENT.

A large school requires the same treatment in kind that a small one does, except in the former case you will have the aid of others. I propose here to give the plan of a successful principal in New York city. The school is situated among the poorer classes, and hence there is little or no culture and home influence to aid. All are assembled each morning for morning worship. At this time, the principal announces the percentage of each class in attendance; for example, a room that has forty seats in it, may have two absent — five per cent. is the mark for that class. A discussion of the subject will arouse ambition to excel, and so the idea of good attendance is constantly before the boys. At the end of the week a book is given to the class that has the highest standing. If two classes have the same, it is drawn for. When carried to the class room it is drawn for again, and belongs to a pupil. In one room the teacher has a book-case, and the pupil donates the book (with a suitable inscription) to the library; it is then loaned out to the pupils; quite a library has been thus collected. In another, a teacher has what is called a

"trophy" side, and the wall is filled with cheap, bright pictures, each of which has its history. One is for the best spelling, another for the best attendance. The greatest interest is felt in these. The subject of deportment is regulated in a similar way. The principal goes about several times per day in each class, "How many of this class have communicated or been reported? Please rise." The number taken from the entire number gives the entire percentage of deportment; or the teacher may give the number. In this way the percentage of the class is known. This is announced day by day, and on Monday morning, the class having the highest, takes the prize, which is borne away in triumph, that class being entitled to the first dismission to its room in the morning.

It will readily be seen, in this case, that the reward is a very inexpensive one. I have known in some cases a bouquet to be the reward, in others a ribbon, in others a medal. In all cases, the value is in the distinction; for example, a teacher had a small silk banner made which was kept for a week by the winning class. It caused great emulation.

There is one feature about all these plans that some teachers forget. The school room becomes dull, the exercises tedious. Now, that one class achieves some merit, relieves the tedium, gives something to think about and talk about; the effect is that the pupils become interested in their school. A community of ten, fifty, or five hundred young persons can be absorbed in the events of that community alone by a skilled person. On one occasion a parent complained to me (and with justice, too, as I confessed) of the interest I had created in his children. They were up, he said, at five o'clock on cold winter mornings in order to be at school in season! I was obliged to make a rule that any pupil who came to school before half-past eight, unless he had special permission, would be considered out of order! This may be thought an extreme case. Yet the teacher who understands addressing human nature, finds himself puzzled how to obtain objects for emulation that are not too powerful; the unskillful person, on the other hand, is looking after more powerful stimulants.

These two classes remind one of the old and the new schools of medicine. Once the effort was to obtain the most powerful drugs to give to the languid and debilitated. Every kingdom of nature was ransacked for this purpose. As knowledge advanced, the new school sprang up, whose effort was to use no drugs at all; it maintains that

the elements of power and strength and health all lie in the human organism, and can be developed by hygienic methods. It is in this way the best teachers look at the matter. They say the school is a community, and can be managed on the method of a community. This is undoubtedly the key to the science of school government.

The attempt has not been to lay down one plan, but to show the *principles*. A school composed of rude, rough, bad boys, will need very different handling from one where politeness, culture and self-respect prevail. To offer a cheap prize to a class of boys who are furnished with a dollar or more of spending money each day, would only provoke contempt, yet they are more susceptible to emulation than those to whom the prize might be most welcome.—*N. Y. School Journal.*

WHAT TO TEACH BOYS.—A philosopher has said that true education for boys is to "teach them what they ought to know when they become men." What is it they ought to know, then? *First:* To be true, to be genuine. No education is worth anything that does not include this. A man had better not know how to read—he had better never learn a letter in the alphabet, and be true and genuine in intention and in action, rather than being learned in all sciences and in all languages, to be at the same time false in heart and counterfeit in life. Above all things, teach the boys that truth is more than riches, more than culture, more than earthly power or position. *Second:* To be pure in thought, language and life—pure in mind and in body. An impure man, young or old, poisoning the society where he moves with smutty stories and impure examples, is a moral ulcer, a plague-spot, a leper who ought to be treated as were the lepers of old who were banished from society, and compelled to cry "unclean" as a warning to save others from pestilence. *Third:* To be unselfish; to care for the feelings and comforts of others; to be polite; to be generous, noble and manly. This will include a genuine reverence for the aged and things sacred. *Fourth:* To be self-reliant and self-helpful, even from early childhood; to be industrious always, and self supporting at the earliest proper age. Teach them that all honest work is honorable, and that an idle, useless life of dependence on others is disgraceful. When a boy has learned these four things, when he has made these ideas a part of being—however young he may be, however rich or however poor, he has learned some of the

most important things he ought to know when he becomes a man. With these four properly mastered, it will be easy to find all the rest.

AN EDUCATIONAL COLUMN is an interesting feature of a county newspaper. It is within the power of teachers, by the proper and diligent use of such a column, greatly to assist each other, to excite a generous rivalry among the schools, and to secure an intelligent acknowledgment of the true relation between the home and school. Comparisons of work, reports of failure or success of plans, improved methods of management, and difficulties and encouragements, reported in such a medium of communication, would be found a great source of improvement. The unregarded toil and perplexities of the schoolroom receive too little consideration as well in the ordinary newspaper as in the home. The occasional publication of a school composition will prove interesting matter for such a column. Publishers and editors will find the increased interest taken in their papers on this new departure to be amply remunerative for any pains it may cost them. Let the schools, then, have a column, and send a copy gratis to each teacher who will contribute to it. Let the schools be known, let the teachers be helped, and a demand for more helpful literature on teaching created. — *Southern Ed. Monthly.*

SELF-CONTROL. — The grand moral is self-control in everything. To pass through a notion store with a full purse and not buy a pretty knick-knack because conscious of needing the money later, to leave a charming assembly early because of duties next day, to close a fascinating book, or cease a much-loved occupation, in order to be fresh for work in the morning, to keep back an angry reply to a provocation, require as much self-control and should have it, as to refuse a glass of sherry when cold, or a mug of ale when tired and warm. To be provident, to be careful for next day's work, to control self at the present for sake of the future, is rather the aim of civilization than to attempt to the impossible role of living without stimulants of some kind. We are to fit children for honest, self-supporting citizens, and to accomplish this we are not to preach to them of total abstinence in any one direction, but to practice them in self-control in everything, self-reliance and self-government under all circumstances; and there our duty ends.

POSTED.—A certain superintendent printed, quarterly, in the paper, a list of the teachers in his county, in the order of their standing, placing those who held a life diploma first, then those with the educational diplomas next, in the order of their precentages; and so on down to those who had just been able to get a third-rate county certificate. This list he also posted up in his office, and it acted as an excellent stiumlus to those with low-grade certificates; and trustees who came to enquire about teachers, would nearly always prefer those who stood highest on the list. Opposite the teachers' names, in the proper columns, were their experience in teaching; their age; the wages they were getting per month exclusive of board; the district in which they taught; when they would be unemployed; and when their certificate would expire.

CHARLES LAMB said that a laugh was worth a thousand groans in any state of the market. Hume said "he would rather possess a cheerful disposition than with a gloomy mind to be the master of an estate of £10,000 a year." Cheerful teachers make cheerful scholars, and both not only do more and better work, but do it with less friction and less strain to physical or mental powers. Cheerfulness in a school-room is worth more than costly furniture and liberal appointments. A grumbling, whining, fault-finding teacher, forever complaining of the natural disposition of youth, is out of place in a room which should be filled with the sunshine of cheerful faces and happy hearts.—*La. Journal of Ed.*

A CHILD'S knowledge must of necessity be of the concrete and not of the abstract. Words are signs, symbols of ideas, in the mind of a child, only when they have been associated with visible objects and their qualities. But after the earlier stage has been passed, children must be taught to use their own powers, and use them vigorously. The attempt to make education a mere past-time is an absurdity that should be scoffed at as idle and visionary. There never has been any thorough education, nor can there ever be, without hard workers. The powers of the mind as well as those of the body, acquire strength and vigor only by use. And the highest function of a teacher is to instruct the pupils how to use their powers aright, by a wise and healthful exercise.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

PRINCIPALLY ABOUT DISTRICTS.

Q. If a newly formed district neglects or refuses to meet and organize, what is to be done—put the territory back where it was?

A. First, another meeting is to be called, under the provisions of section 419. It is not merely the privilege, but the duty of the electors to organize.

Q. (1) A new district being formed and organized this month (September), is the clerk to report the children to the town clerk?

A. There is no report to be made until the close of the school year. The reports sent in this month are for the year ending August 31 last; at that time your district had no existence.

Q. (2) Do we draw school money this year?

A. If the district from which you have been set off maintained school five or more months, the past school year, then, in apportioning school money next year, the town clerk will give to your new district an amount proportionate to the number of children set into it from the old district. Sec. 558, p. 115.

Q. If a proposed tax is to be voted upon at a special meeting, can a vote be taken on any other amount than that specified in the notice, under section 427?

A. A larger amount could not properly be voted, as that would go beyond what was proposed to be done in the notice; there would be no reasonable objection to voting a less amount, if thought best. If found insufficient, there could be more voted at another meeting.

Q. Can a school district join with a religious society to erect a building to be used by both, at different times, as a school-house?

A. It cannot. The most it can do is to have its school-house with separate entrance, under the same roof with some other tenement; and this is seldom advisable (Code, pp. 28, 29). It must be sole owner of its school-house, if it has one.

Q. Can a tax be collected that is voted by a school district for "incidental purposes" merely?

A. It was held by the Supreme Court that to vote such a tax was a good exercise of the power given to districts to raise money for repairs, fuel and apparatus (25 Wis., 468, 26, 485). It should be with

the understanding, however, that the tax was for such purposes as have been mentioned, and it would be much better in all cases to vote, record, and return such taxes under the proper *specific heads.*

Q. In case a district holds a meeting to re-organize the district, by the election of officers, how should it proceed?

A. As it would in a first meeting and first election, under section 431.

Q. After a new district is set off, and its share of value of property raised and paid over, on the award of the town board, some money comes into the hands of the treasurer of the old district as delinquent taxes collected. Is the new district entitled to a share?

A. In equity, perhaps, it is, but unless the old district is willing to hand over a share, it is doubtful if any action to recover it would be successful.

Q. If the district neglects to vote payment to the clerk, can he demand and recover payment for his services?

A. He cannot; it is optional with the district to pass the vote or not.

Q. Are married women, under 20, who do not and probably will not attend school any more, to be enumerated as school children of the district?

A. All persons, married or unmarried, under 20 and legally resident in the district, are to be enumerated, and to count in drawing money.

Q. If the resolution to change the time of annual meeting to August is not placed on file for more than a year, and it is then filed, will it then be legal to hold the meeting in August?

A. The vote takes effect, as soon as it is filed. The delay changes nothing. As soon as the filing is done it becomes unlawful for the district to hold its annual meeting at any time *except* on the last Monday in August.

THE BOARD.

Q. Can the board use money raised for another purpose, and left on hand, to buy apparatus without a vote of the district?

A. The board has no power, under the existing law, to buy apparatus, without the previous action of the district. The district may vote a tax for apparatus, or, if money raised for some other purpose is not all needed, that may be appropriated.

Q. The clerk signed a certificate of adoption of certain books, in the school house; the director signed by the road side; the treasurer

authorized the "book agent" to sign for him; was such adoption legal?

A. "*No* act authorized to be done by the district board shall be valid unless voted at a meeting of the board." The book agent probably knew better, and should be reported to the publishers; but why will school officers not read and follow the law, rather than book agents?

Q. Can the board admit foreign pupils, and charge a fee, when the district has taken no action?

A. The board has no such power. A special meeting can confer authority, if it is thought desirable.

Q. The district having made but a meagre provision for school, cannot the the board, in their discretion, make it better?

A. If the district does not, by the third Monday in November, make provision for as much as five months' school, then it becomes the duty of the board to do it, under section 437. But if the district makes such provision, the board has no power to go beyond it, and continue the school longer.

AID TO FREE HIGH SCHOOLS.

Q. Are all the expenditures for high schools to be reported in the financial statement?

A. Only those for "instruction," or, in other words, only the moneys paid to teachers for giving instruction. This is not only the legal limitation, but the only fair and reasonable one. If the incidental expenses of the schools were of uniform character, or in about equal proportion to expense for instruction, reporting them would make no practical difference; but one school may have already supplied itself with apparatus, library, etc., while another has done very little, but would be quite willing to expend for such purposes in the expectation of having a portion of the expense refunded.

THE COMPULSORY LAW.

Q. Are any lists of children to be made under section 2 of the compulsory law, where public schools are not in operation; can they be made at any other times than those named in the law, and when does liability under the law commence?

A. The law does not take cognizance of the past—of any negligence that may have existed prior to September 1, 1879; there is therefore no reason for making any lists of children where public

schools are not in operation. The requirement is that lists be made in February and September, but this does not preclude the commencement or completion of lists at other times, as circumstances may require. As to liability, it is not necessarily to be assumed that parents who have been negligent in the past will continue to be as much so, under the stimulus of the new law, or that children who may attend no school during the first portion of the school year, will continue to be absent the whole year. It is reasonable to allow the whole year in which to comply with the requirement of at least twelve weeks' schooling for all children between seven and fifteen years of age. It follows that there will be no call to enforce the law until one year, or at least the greater part of one year, has passed away.

Q. Is liability under the law avoided if a parent or guardian sends a child to a private school taught in German or some other foreign language?

A. The public schools are to be taught in the English language, and it may be considered desirable that all children should be principally educated in and through this language, as the prevailing language of the country; but we have a large population who speak other languages, especially German; German born parents may very naturally wish to have their children read and speak German as well as English, and if they see fit to have them receive their elementary education through the German, it cannot be said that they are incurring any liability under the law. The most despotic government in Europe does not attempt to compel education through one language only, where several languages are spoken.

GIVE undivided attention to the class, and insist on *its* undivided attention. Do not allow any interruption. Do not leave a pupil reciting and go off to another part of the room to attend to some other pupil. Your business is *the class.*

ENERGY will do everything that can be done in the world; and no talents, no circumstances, no opportunities, will make a two-legged animal a man without it. — *Gœthe.*

MEN of great and stirring powers, who are destined to mold the age in which they are born, must first mold themselves upon it.— *Coleridge.*

CORRESPONDENCE.

MESSRS. WHITFORD AND PRADT: I noticed in the July number of your paper, an article entitled, "Education as a Science." However, after carefully reading it, I failed to discover its use to us as a class of teachers. It explained the science of education very well perhaps, but what we want is something more than theory or science. Something *tangible* and *real*. Not such as the phantom pleasure, that ever recedes as we pursue, but something that is going to help us in the every day business of the school room. When scholars are noisy and troublesome, and everything seems to aggravate, we had rather have some good, sound advice as to ways and means, than all the fine theories about education in Christendom.

A great deal of the advice that is given is too vague to be of much profit to many. It tells us *what* to do but not *how* to do it. You may as well put a book-keeper in charge of a threshing machine and tell him to run it, as to tell a young, inxperienced teacher, "You should so teach as to strengthen the memory," or "The object of education is to sharpen the perceptive faculties." We may know these primary facts, and still not understand how to obtain the best results in that direction. We had, I think, rather be instructed in regard to the best methods of teaching reading, writing, grammar, or primary arithmetic, or even the primer.

And, for the benefit of my fellow workers, I would humbly submit my method of teaching primary arithmetic. The first thing is writing numbers. This is done by requiring them first to write from 1 to 10 *on the blackboard*, always taking care to induce strife between the scholars by comparing their work when finished, both as to correctness and neatness. This helps them to do better in the future. The next lesson, or more properly it is a part of the first, is to require them to write from 1 to 15 or 20, according to the aptness they have shown in the first lesson, *on slates*. This is to be brought for your inspection at the first rest afternoon. Continue this from day to day till they can read and write from 1 to 100, always taking care to insist on neatness. Now you are ready for addition. However, of this part we will talk in the future. And meanwhile let us hear from some one more able to treat of this subject than I am.

Cambria. R. A. GREEN.

[We agree with the foregoing correspondent, that methods in teaching are of great practical importance; but so are the principles underlying methods. There are many practical hints in the selections from Dr. Bain's book—"Education as a Science" to which she refers, of great importance, ignorance or dirregard of which may greatly hinder or mar the teacher's work. It is necessary to know *how* to do things in the school-room; it is also necessary to know *why*, when, and how far they are to be done. A teacher who has an excellent *method* in teaching grammar or arithmetic may greatly injure a child by pushing him forward in it when too young, and too fast. Considered in this way, the book referred to is a practical book, though not a book of methods.—EDS.]

The following communication may not only be of interest but of service to some of our readers in the northwest part of the state:

NORTHFIELD, MINN., *September* 13, 1879.

DEAR JOURNAL — Carleton College, in this city, opened on Wednesday of this week under the most favorable auspices. It is now thirteen years of age, and its financial condition is cheering, though its funds are not yet sufficient to warrant the board of trustees to do all that they feel ought to be done to increase its efficiency and enable it fully to meet the wants, in every respect, of our rapidly growing state. Still, the friends of the college are greatly encouraged. One hundred and fifty students were enrolled this week, the largest number ever before enrolled at the opening of the year. Rev. Geo. Huntington, brother of the well known writer, Emily Huntington Miller, and for some years past the pastor of the Congregational church at Oak Park, Illinois, takes the chair of Logic and Rhetoric, and is to be instructor in elocution. Thos. B. Smith, of the Sheffield Scientific School, becomes instructor in chemistry, geology and mineralogy. Mrs. Mary R. Wilcox, formerly teacher in the St. Paul high school and also in the normal school at Mankato, becomes teacher in the English department. Miss Anna Lincoln, late Matron in Hallowell Classical Institute in Maine, enters on the duties of Matron of Ladies's Hall. These additions to the faculty, together with the former members, give Carleton College an able and scholarly corps of instructors, and one that may command the confidence of the community.

A chronometer and a chronograph have been added to the excellent apparatus of the observatory. The chemical laboratory has been doubled in capacity and is now in good working order.

A very valuable collection of standard and miscellaneous books, worth $2,500, has been donated to the college library by a man whose name we are not permitted to make public. Thus it will appear that Carleton College is girding up its loins for renewed effort, and there is a bright prospect for the coming year, and the hope and belief is that those prayers are to be answered by which her existence has been consecrated. Carleton College had its origin in that missionary spirit that desired that our population in its rapid westward march might not outrun the influence of christian education, and all the friends of the college are making an earnest endeavor that she may not fail in her high mission. Truly yours, B. M. REYNOLDS.

What is the origin of the apostrophe, in the possessive care? — A SUBSCRIBER.

ANSWER. — In the Anglo-Saxon, the genitive or possessive ends in *es*. The English form of the case is merely an abreviation, somewhat as *e'en* is an abreviation of *even*.

The word "creek" is generally pronounced "crik," *i. e.*, giving the "*ee*" the same sound as in "been." Is this correct? If so, on what authority? — O. E. L.

ANSWER. — There is no authority, that we know of. It is a mere provincialism.

EDITORIAL.

THE BOARD OF NORMAL REGENTS passed a resolution, at a special session last month, requesting the Regents of the State University to establish a department of pedagogics in that institution. They appointed a committee to confer with the University Regents, if this proposition is favorably entertained by them, and to arrange a course of instruction which shall enable the graduates of the Normal Schools to pursue advanced studies in the University, and to investigate more fully the principles and methods of education. It is very desirable that this arrangement should be made. It would form another link by which our leading institution of learning is united with the Normal Schools and the High Schools of the State. It would supply the training now greatly needed in fitting teachers for the latter schools. A large percentage of the graduates of the University now engage in teaching for a brief time or as a life work; and they realize the advantages which such a course of instruction would supply. According to the statutes of the State, the diploma of a university graduate, after he has taught successfully sixteen months in our public schools, becomes a teacher's life certificate; and for him to use this privilege, he should be thoroughly acquainted with the fundamental problems and rules of his profession. By establishing this department, the University will, also, place itself in the line of progress which similar institutions are now following in this country.

ON THE WHOLE the attendance on the institutes now in progress, has been larger than usual. In a few counties there has been a slight falling off in this respect, but in most a decided gain. The county superintendents, as a rule, have exerted themselves faithfully to induce their teachers to be present the full time at their institutes. Teachers have felt a growing desire to secure all the instruction imparted this year in the institute course. On their part, as well as on the part of the county superintendents, there has been an increased demand for the two weeks' institute. One four weeks and thirty-three two weeks' institutes were appointed.

THE PRESENT SERIES OF INSTITUTES will close by the 17th of this month. Arrangements were made to hold fifty-two of them during the three months beginning with August. The one in Barron county has been suspended. An institute at Stoughton, Dane county, was added to the list last month. Forty-six conductors, four regular and forty-two assistant, have been employed. This large number is owing to two facts, — more institutes demanded than usual, and thirty-one of them required to be held the last two weeks in August and the first week in September. Little conception can be formed by those not acquainted with the work, how much attention is needed to arrange all the details for such a series of institutes. We are happy to learn that the instruction of the conductors has been very satisfactory to the county superintendents and teachers.

THE CONDUCTORS of the institutes have discussed quite fully this fall the course of study for the ungraded schools published in the institute syllabus. Very many teachers have been convinced that this course, or one similar to it, can be introduced into their schools this season; and they will make an effort to do so, in consultation with their school boards and county superintendents. Two points in this scheme can be easily secured by the teachers, — the examination of their pupils in the studies of each form or section during their term or at its close, and a faithful record made of the examination for future use. With these points established, a large portion of the labor necessary for the introduction of this course will have been performed. We are greatly pleased to see the intelligent interest in the better organization of country schools, as shown in nearly all parts of the state. This reform will be somewhat slowly accepted, but it will surely be put into full operation in the next ten years.

MR. WESCOTT brings to completion, in this number, the series of articles kindly furnished by him. We trust they have awakened new interest among teachers and others in a most interesting branch of natural science, and one in which the writer of the articles is evidently a skilled adept. After printing our first forms, including his article, we received the following title, to be added to the list of authorities in Entomology: Boisduval and Guenée's Species Général des Lépidoptéres, 7 vols. octavo.

Prof. Wooster's pamphlet on the same subject, elsewhere noticed, is opportunely made known to our readers. See the notice.

WE cannot too earnestly call renewed attention to the matters discussed by Prof. Chittenden, in his paper on School Hygiene. By incessant effort, until public sentiment is fully aroused, a much needed reform can be brought about. We hope teachers will help to give wide publicity to the paper, and other articles bearing on the subject.

THE questions answered this month in the Official Department in regard to the "compulsory law" are specimens of a series of questions that will naturally arise, where there is thought to be occasion to take action under it. We make here the general suggestions that school officers and the friends of the schools as far as possible, justify such action by first doing all in their power to make the schools efficient and attractive — in short what they ought to be. Where this is done, and where a good healthy sentiment prevails, it will have the effect oftimes to render any action unnecessary. Prevention is much better than cure. With a pleasant school-house, well located, properly seated, lighted, warmed, and ventilated, with all the needful appliances, and above all, with a kind, skillful and earnest teacher, there will seldom be found any permanent absentees. If there are, it must indicate most extreme poverty, ignorance, or degradation; a condition of things that can be better reached perhaps by charity and humanity than by any legal process.

MR. T. D. PLUMB, of this city, has for sale blanks embracing teachers' contracts and certificates — the legal from. We would call the attention of school officers, including superintendents, to his advertisement.

Prof. Salisbury has promised to inaugurate a new department for the JOURNAL, commencing next month. Perhaps we might call it the department of current history. It is to be remembered that the world is all the time making history — that events are yearly, daily transpiring, which will form a part of the records of permanent history, and it is desirable to note such events, to distinguish between them and the ten thousand trivial incidents that make up a good share of the contents of the newspaper. This winnowing process, well done, is a good service to community, and we think the professor has not only an aptitude for historical studies, but for making this separation; and therefore confidently expect that the new department, whatever he my call it or make it, will prove of interest and value to all our readers.

A NEW DEPARTURE IN MASSACHUSETTS.

It has long been a growing conviction among practical, discerning men, that our schools do not, as a rule, accomplish the work properly which they are expected to do. We have heard prominent citizens in this state complain of this, and go so far as to assert that even a boy who graduates, as it is somewhat ambituously termed, from a high school is fit really for nothing; neither reads, writes nor spells as he should do; as to grammar, cannot compose a letter properly, uses in actual life both ungrammatical and vulgar slang expressions; is greatly at fault in his arithmetic and geography, and while he is thus deficient, has by no means gained an equivalent in the smattering of higher branches on which his "diploma" is based. As a result, he is not well prepared to do anything. All this is no doubt a description of more extreme cases, but is too true of too many, and it must be confessed that the practical results generally reached in our public schools are by no means what they should be. What is the remedy?

In Massachusetts, where it was supposed the schools were among the best in the country, the difficulty has been grappled with in one instance, and after six years' trial of a different method of procedure from that in common use, great and obvious improvement is claimed. We quote from the *Nation:*

"It will surprise many people, no doubt, to be told that Massachusetts is, in the matter of common-school education, "living on its past reputation," and that half of the proportionately large sum it spends for this purpose yearly is money not so much thrown away as fatally misapplied. This, nevertheless, is what Mr. Charles Francis Adams, Jr., asserts in his account of a radical and successful experiment recently made by the school committee of the town of Quincy. The committee found, in 1873, that "most of the pupils who have finished the grammar course neither speak nor spell their own language very perfectly, nor read and write it with that elegance which is desirable." This was a mild statement of the results of the ordinary routine teaching in these schools, Mr. Adams says, and it is probably quite as applicable to other towns than Quincy in Massachusetts and out of it. "The whole thing was a sham," Mr. Adams exclaims of the regular school examination, in which pupils show to such apparent advantage and with the superficiality of which every one is familiar; "it was, in a word, all smatter, veneering, and cram." The committee concluded to attempt a wholly new departure. Instead of the stock superintendent, "usually some retired clergyman or local politician out of a job," they found a gentleman fresh from Germany and full of enthusiasm for teaching "as a

science." They tempered his transports in one or two regards, and then gave him *carte blanche* to try his system. This system consisted in the absence of system. The number of studies was reduced in the first place. The grammar, reader, speller, and copy-book were then "hustled out." Reading at sight and writing off-hand were aimed at; "children were to learn to read and write and cypher as they learned to swim, or to skate, or to play ball." In the first two grammar grades were combined instruction in reading, writing, grammar, spelling, history, and geography. General reading, even to magazine articles, was put into the pupils' hands. The scholars read first and then wrote of what they had read. Spelling came with practice, just as walking and talking do. In short, the system introduced was "a complete negation of the whole present common-school system." Of course this "seemed to take away the breath of the old-time masters," but its results were, according to Mr. Adams, excellent. "Not only was there a marked improvement in attendance, but the attendance was cheerful." The children could read at sight and could write a simple letter easily, although not one in ten knew what a noun was, for example. The cost of the improved instruction was one-fifth less than the old had been. There are probably few patriotic people who will not be interested in Mr. Adam's account of this revolution, of which we have space to give but a meagre outline — as he says, Americans believe the common schools to be "the ark of national salvation." Accordingly we refer our readers to the little pamphlet, which Estes & Lauriat have just published, wherein Mr. Adams has collected this essay and two others germane in subject, under the title 'The Public Library and the Common Schools: Three Papers on Educational Topics.'

"Several things should be borne in mind, however, in reading Mr. Adam's paper. The Quincy experiment was tried under unusually favorable conditions. The committee were in effect a commission, and they evidently enjoyed the confidence of their tax-paying townsmen in an unusual degree; they were not subject to removal before they had fairly tested their plan, to be succeeded by another committee inimical to it. They were peculiarly fortunate in their selection of a superintendent. It is probable that their teachers were better than the average, and had a certain elasticity and adaptability. It is still more probable that they were themselves men of acumen, experience, and public spirit. Furthermore, they were pioneers, and naturally possessed of a wholesome zeal. Moreover, the method enhances the importance of the teacher greatly — with text-books abolished, everything, indeed, may be said to depend upon the ability and aptitude of the teacher. Such a superintendent as Mr. Parker could doubtless teach teachers how to teach."

NEW PUBLICATIONS.

THE GREAT SPEECHES AND ORATIONS OF DANIEL WEBSTER: With an Essay on Daniel Webster as a Master of English Style. By Edwin P. Whipple. Boston: Little, Brown & Co. With a New Portrait. 8 vo. Cloth, $3.00.

This is a happy combination: Webster, the massive, profound thinker; Whipple, the brilliant, incisive essayist, as his exponent. Webster's Speeches and Orations are among the classics of the language. His is one of the great names that will live to the end of time. Dividing great orators into the two classes of those who reach and move men chiefly by intellectual fervor, and those who impress and sway them by intellectual strength, Webster belongs decidedly to the latter class; Henry Clay to the former. Clay reached chiefly the sensibilities, the emotions. Webster aimed at the reason, the moral convictions. He began a speech — we have had the pleasure of hearing him — with moderation, with dignity, and with grace. There was no urgency, no vehemence, no

haste. Your feelings were not consciously stirred, at first, but your assent was challenged by clear statements, in which he so greatly excelled, and in logical, convincing argument. You felt that the orator was greater than his subject; that he was not putting forth all his strength; that a reserve lay behind, to be called out, if needed, and that he was calmly sure of his positions. It is true that mankind at large will always be more easily affected by that which is superficial and sensational than by that which is calm and convincing, but the effect is not lasting. Webster as an orator built on solid foundations.

From his first entrance into public life, Webster evinced the greatness that was to rest upon his name. He took his seat in the House of Representatives at the early session called in May, 1812. In his maiden speech, in support of some resolutions introduced by him asking information as to the grounds upon which war had been declared against Great Britain, the clearness of statement, the breadth of learning, the power of argument, and unmistakable evidence of oratorical power exhibited, not only arrested but riveted the attention of the House. Chief Justice Marshall at once predicted his future greatness. The Dartmouth College case raised him to the pinnacle of forensic fame, a position from which he was never displaced. Mr. Seward once said that the fifty thousand lawyers of the United States, though interested to deny his pretensions, conceded to him an unapproachable supremacy at the bar.

The collection before us contains forty-three speeches, orations and arguments, embracing the chief efforts of his oratorical powers. An appendix contains his principal diplomatic papers. We do not know of a volume of which Americans should feel more proud, or which can be of more value in forming a lofty patriotism in our young men, while as Mr. Whipple so forcibly sets forth in his admirable essay, the style of his mature productions is "perfect of its kind, being in words the express image of his mind and character — plain, terse, clear, forcible; and rising from the level of lucid statement into passages of superlative eloquence only when his whole nature is stirred by some grand sentiment of freedom, patriotism, justice, humanity, or religion, which absolutely lifts him, by its own inherent force and inspiration to a region above that in which his mind habitually lives and moves."

A NEW METHOD for the Study of English Literature. By Louise Maertz. Chicago: S. C. Griggs & Co. 12mo. Interleaved. Price $1.00.

The design of this work is stated to be to lead the student in tracing the salient features in the development of English literature; to assist him to discover the causes operating upon that development; to show him the origin and growth of modern forms of versification and composition and the periods of their adoption into English; to help him trace the progressive development of the principal forms of English prose composition, and the origin and progress of the great schools of English poetry; to aid the student to prepare himself for an appreciative reading of English authors; to call attention to the formative influence of early modern continental and classical literatures upon the English literature; to show the influence of English thought and writings upon the development of the political history and the literature of other countries; and finally, to aid the student in fixing the chronology of literary history by

association of ideas. To effect this result his attention is directed to the most prominent political events in each period. This general design seems to be well carried out, and the plan was thoroughly and successfully tried before it was published. It evidently lifts the study above mere memorizing into the region of thought.

SHAKESPEARE'S KING RICHARD THE SECOND. Edited by Rev. Henry N. Hudson, Professor of English Literature in Boston University. Boston: Ginn & Heath.

A painter may exhibit genius as well in the delineation of nature as in a composition of his own. Shakespeare shows his power, as well in King Richard as in King Lear, though in the former he follows mainly the facts of history. But "truth is stranger than fiction," and to penetrate the subtleties of character in real life to unfold the intricacies of the human heart, to delineate the true grounds of national well-being, is as high a task of genius and intellect as to create new characters. The great bard has done both as no other poetical writer has done. We expressed our opinion of Mr. Hudson's qualifications as a Shakspearean editor in noticing his Hamlet. Whoever buys the plays he issues secures literary jewels, exquisitely set.

HISTORY OF THE UNIVERSITY OF WISCONSIN. By C. W. Butterfield. author of "Crawford's Campaign Against Sandusky," etc., etc. Madison, Wis.: University Press Co.

We have given a pretty wide notoriety to this valuable compilation already, by publishing numerous sketches, biographical and historical, in the JOURNAL. The volume as completed is a handsome octavo of 232 pages, printed on fine, tinted paper, and is sold at $1.50 a copy. It is embellished with steel portraits of Chancellor Lathrop, President Chadbourne, Vice President Sterling, and Professor J. B. Parkinson, the first professor elected from among the alumni. Not only every graduate and student of the University will desire a copy of this book, but every intelligent citizen, who has the interests of the university at heart. The institution is fast becoming a just cause of pride to the state. Mr. Butterfield has done his work with admirable taste and good judgment.

THE STAR SINGER. By S. M. Straub, author of "Woodland Echoes," etc., etc. Chicago: Jansen, McClurg & Co.

Mr. Straub has for some time catered very successfully to the wants of the singing world. We noticed favorably his "Woodland Echoes," which is still advertised on our cover. The present compilation, while serving as an instruction book, in the principles of music, is designed more especially for singing schools, musical institutes, conventions and societies. It contains not only a good variety of the more easy and popular pieces, but a number of gems from the works of such composers as Mendelssohn, Righini, Flotow, Benedict, etc., etc. A good many pieces suitable for concerts are inserted; also, duets, songs and miscellaneous compositions, giving, on the whole, a large and interesting variety.

TABULAR VIEW AND KEY OF INSECTS, with Check Tablets. By L. C. Wooster, Professor of Natural Science in the Whitewater Normal School. Whitewater Register Steam Job Print. 52 pp. 8vo. Price 30 cents.

Those who have read Mr. Westcott's articles, concluded in this number, or who

have otherwise become interested in entomolgical pursuits, will find this pamphlet very useful. Besides a classification and brief description of the more common families of insects, some clear directions are given for collecting and preserving them; also a glossary of terms.

A SHORT GERMAN GRAMMAR for High Schools and Colleges. By E. S. Shelden, Tutor in German in Harvard University. Boston: Ginn & Heath.

These publishers issue only good books. We should say that the plan on which this compilation is made well adapts it to the wants of intelligent, progressive students, and its use will promote discipline of the mind as well as a thorough and scholarly knowledge of the language.

THE DOMESTIC MONTHLY — The September number of this popular magazine makes its appearance with a very handsome new cover, making it externally one of the most attractive of all the magazines. This elegant exterior is in full accord with the beauty and excellence of its general make-up and substantial merit of its contents. Nearly all the articles are profusely illustrated with elegant engravings, while the frontispiece, showing very stylish autumn costumes, is a superb specimen of the lithographic art. The literary contents are also a high order of merit, and consist principally of the concluding part of the charming story, "Lost Alice," the opening installment of a sketch entitled "Tried in the Fire," a very entertaining paper on "Sleep," an entertaining short story, called "The Daisy's Prophecy," by Florence H. Birney, an 'Art Paper," by Mrs. Merighi, No. 9 in Mr. Eben E. Rexford's instructive series of "Flower Talks," a number of fine poems, together with the always enjoyable miscellany and small talk, an instructive household department, excellent reviews of new books. The DOMESTIC MONTHLY is published by Blake & Co., 849 Broadway, New York, at $1.50 per year, inclusive of pattern premium. Specimen copies, 15 cents.

MITYLENE. This romance was written two years since by Mr. Walter Brown, a retired merchant at La Crosse. He was assisted in a portion of the chapters by his wife. The work was published this year by Donohue and Henneberry, of Chicago, and has attracted favorable notices from several leading journals in this country. The scenes are laid in New England and the tropics. The captain of a staunch vessel, with his two daughters and a young physician, sails from Boston on a voyage to China by the way of the Pacific Ocean. In a storm these persons are cast upon an island in this ocean; and though scattered at first, they finally are gathered together with others and form a colony on the island.

The story is written in an agreeable, flowing, and chaste style. The sentiment throughout is elevated and even religious in its tone. The author having lived in the West Indies, is able to describe the tropical scenery, the animals, and the inhabitants with great accuracy. We are assured that many of the incidents presented are literally true.

PROF. SALISBURY'S TREATISE ON PHONOLGY AND ORTHOEPY has been issued, by Wm. J. Park & Co., of this city. We shall give the book a careful review next month. In the meantime we can safely commend it general attention as a practical, valuable, and much needed book.

NOTES.

SUPT. GROGAN, of Sheboygan County, says, "Our institute at Plymouth was a success. We enrolled 137 teachers."

IN Marinette county there are 23 schoolhouses, and only 27 teachers are required to take charge of the schools therein.

THE Chippewa Falls Institute had 47 members. The average age was slightly over 21 years, and their average time in teaching 19 1-16 months.

SUPT. MCLOUGHLIN, of Fond du Lac county, conducted the institute at Omro, which enrolled 87 teachers. A live interest was kept up in all the exercises.

PROF. A. R. SPRAGUE, in charge of the institute at Augusta, says: "We have had a very pleasant institute here. The teachers have worked admirably."

THE Waukesha High School tries a new experiment this year. It opens an ungraded department, and places over it one of the most successful lady teachers in the county.

PROF. HOSEA BARNS says of the Wausau institute, which he conducted, "It was pleasant, finely attended, and much interest and good feeling shown. The enrollment was 43.

THE public schools of La Crosse enrolled 1,735 pupils at the close of the first week of the present fall term, against 1,664 at the close of the first month of the same term last year.

PROF. J. W. RAIT, who assisted in conducting the institute at Marinette, writes, "The institute was small, but a very good one. All were workers, and each day added to the pleasure of our stay."

PROF. W. H. BEACH, principal of the Beloit High School, says: "The Beloit schools open prosperously. The High School is full. An excellent class of students from other places is in attendance."

THE State Superintendent has appointed Prof. T. C. Chamberlin, of Beloit, Prof. M. T. Park, of Elkhorn, and Supt. C. W. Roby, of La Crosse, as the visiting committee at the Whitewater Normal School this year.

THE enrollment in the institute at Elkhorn, Walworth county, was 127, — 27 males and 93 females. Of these 20 had attended normal schools, and 54 high schools. The average experience in teaching was 27 months.

PRES. AREY, formerly of the Whitewater Normal School, has been elected principal of the Cleveland Normal School, Ohio. For the past two years he has had the charge of a public school in the city of Buffalo, N. Y.

THE BLOOMINGTON INSTITUTE, Grant County had eighty-eight enrolled members, thirty-two gentlemen and fifty-six ladies, sixty of whom have had experience in teaching, one lady having taught the parents of some of the enrolled teachers.

SUPT. GEO. L. WILLIAMS, of Wood county, delivered an educational address before the County Fair, held at Centralia, last month. By request of the stockholders of the Fair, his address was furnished for publication in the papers of the place.

THE *Post*, published at Waterford, Racine county, says of the institute held at Rochester: "The Teachers' Institute, which has been in session here for the past two weeks, is considered one of the most successful in the history of the county."

SUPT. MILLARD, of Green Lake county, has held a private institute of six weeks duration, at Markesan. We learn that the attendance of the teachers has reached abont 120. He has performed the main portion of the work in conducting the institute.

SUPT. M. TOZER, of Polk County, writes: "There were thirty-six teachers present at the institute held at Osceola Mills, and the average attendance was good. Mr. Wyman has been a faithful conductor, and the teachers manifested a great interest in his instruction."

SUPT. WRIGHT, of Waupaca says: "Our institute closed in good shape. The total enrollment was 139. The attendance and work of the last week was good. The institute gave an entertainment on the evening of the last day, and it was pronounced excellant by the large audience present."

PRES. MCGREGOR, of the Platteville Normal School, writes under date of Sept. 9, that "the school opens with a good attendance — an aggregate of about 300 in all departments." Regent Evans writes under date of Sept. 12: "School here full in all departments, the attendance being unusually large for the first week. If many more come, we will be crowded."

An institute for one week has been appointed for the Eastern District of Dane County, A. R. Ames, superintendent, to open Monday, Oct. 6th, at Stougton, and conducted by Prof. A. J. Hutton.

The President of Beloit College announces that Prof. T. C. Chamberlin, who has for the past three years given nearly all his time to the Geological Surveys of the State, resumed his work as Professor of Natural Science in that Institution, at the opening of the Fall Term.

Prof. W. H. Beach, president of the Wisconsin Teachers' Association, has commenced already to complete his arrangements for the holiday session of that body at Madison. He proposes to call the session the last three days in December, opening Monday evening, the 29th of that month, and closing Wednesday afternoon following.

Prof. W. N. Hailman, formerly of Milwaukee, announces in the *Kindergarten Messenger* that he has opened at Detroit, Mich., a Free Training School for Kindergarteners. The course of instruction continues through seven months. The only conditions required are the desire to receive the instruction and the necessary qualifications.

Supt. De Motte, of the Deaf and Dumb Institute at Delavan, writes in respect to the condition of the school after the burning of their main building: "We are already comparatively comfortable; and within the next month shall be well housed for winter. The school, we trust, will lose little. We are greatly pleased with the spirit of all the teachers and pupils."

At the examination for the appointment of a cadet to the Naval School at Annapolis, held at Waukesha last month, ten competitors appeared. The successful candidate was George W. Street, of Waukesha. He was a member of the last year's graduating class at the Union School of that place. Prof. A. A. Miller says of him, "He is every way worthy of the success he has achieved, being one of the best pupils I have ever had in school."

The village of Merrillon, Jackson county, has established a free reading room. It is situated on the main business street, and is supplied with the leading secular and religious papers of the state, and of the cities of Chicago and New York. We found the Wisconsin Journal of Education on one of the tables in the room, and it gave evidence of being well used. Success to the earnest workers in this enterprise.

Supt. McLoughlin, of Fond du Lac county, writes that he held a private institute at Ripon, the second week in September, and that it was attended by thirty-two teachers. The work done was in all respects similar to that done in the regular institutes of the state. The teachers enrolled manifested a decided interest during the entire week. Prof. Geery, of Ripon College, delivered an excellent lecture to the teachers and the people of the place an evening during the institute.

Kenosha County has on the whole the best country school-houses we have seen in the State. There are only two or three houses which need to be replaced by better ones. Commendable attention has been given to the grounds and outhouses. This is the result largely of the excellent supervision which has been exercised for years over the public schools of that county.

The Institute for the Deaf and Dumb at Delavan opened the second week in September with 147 pupils, against 125 the same time last year. Hardly had both teachers and pupils got settled to their work, when a fire broke out on the 16th of the month in the main building, and destroyed it. The inmates were immediately cared for by the generous and enterprising citizens of the place, and the State will provide comfortable quarters for them, and the school will be continued as before the fire.

Prof. L. W. Gammons, principal of a ward school in Racine, took charge of the institute for the teachers of that city, held the first week in September. Prof. O. S. Westcott, the superintendent of public schools, was engaged at this time, under the permission of the school board of Racine, in the county institute held at Rochester. He was assisted by Prof. Geo. Skewes, principal of one of the ward schools of that city. Prof. Gammons was aided by some of the members of the school board, and by other teachers in the public schools.

Supt. A. H. Tuttle, of Mower county, Minn., has recently issued a circular for the use of the district schools in his county. It is designed to aid the teachers in their daily work. He obtained from the State Superintendent of Wisconsin copies of the circulars which the Institute Committee of the Normal School Board has issued for the past three years; and he has, in this circular, used largely the materials which were furnished by this Committee. He gives this State due credit.

Of the 46 institutes held in the state during August and September, the State Superintendent was able to attend 20 of them. He delivered addresses before all these, — in three to only the members of the institutes, and in

the others to the members and citizens of the places where the institutes were held. He has thus met large audiences in different portions of the state, and presented before them such topics as "The Origin and Growth of our Public School System," "The Duty of the State to Educate the Children," "The Present Phases of Popular Education in Wisconsin," "The Needs of our Public Schools," "The Education of Work," "The Work in the Common School as a Preparation for Citizenship," and "Our Country Schools."

SUPT. SPROAT, of Racine county, writes: "I regard this fall's institute as one of the most successful ever held in this county. The attendance was unusually large—85 being registered, with an average attendance of 68. The character of the work done was most excellent. Our conductors departed with the approval of the teachers. Prof. Westcott proved to be a strong and vigorous worker, while his good humor and genial wit kept the teachers in excellent spirits. Mr. Skewes did excellent and thorough work in his topics, and lost none of the esteem of the teachers which he has had since his first connection with the teachers of the county. Two lectures were given. One by the state superintendent, the other by Prof. Westcott. Both lecturers had crowded houses."

SUPT. ISHAM, of Walworth county, says that an unusually large number of the country districts, at the recent annual school meetings, voted for the division of the school year into three terms, with two months in the fall, three and one half in the winter, and two and one-half in the spring term; or in case of nine months school, three months in the fall term. There is probably no one movement that will so largely increase the efficiency of our schools as this. Under such a policy, a good experienced lady teacher who teaches the fall term successfully, can be retained through the remainder of the year. Experienced male teachers who will accept the wages paid in most of our country schools, are becoming scarce; and the time seems not far distant when the rural districts must depend almost entirely upon female teachers, who under the three term system will be encouraged to fit themselves thoroughly for their work.

MISS A. HOSFORD, superintendent of Eau Claire County, writes in respect to the institute at Augusta: "The attendance was exceedingly small for this county, yet I can think of only four teachers living in the eastern half of the county, who were not enrolled, and I think only two of these desire to teach next winter. Nor was the number so very small when compared with the number of applicants for certificates, there being but sixty-six in all. I have for four years discouraged persons under seventeen years of age from attempting to teach. They have almost wholly ceased to apply for examinations; and I am sorry to add, they have ceased to attend the institutes. We have never had an institute in which the members were so universally attentive, industrious, and studious. There was not an idler among them. Prof. Sprague did excellent work in a most pleasant manner."

THE *Grant County Witness* says:

"The Normal School opened on Tuesday with a very large attendance for the fall term. The Primary, Intermediate, and Grammar grades are all full to overflowing. In the neighborhood of sixty attended the examination on Monday for admission to the Normal Department."

SUPT. MACDONALD, of Chippewa Falls, writes:

"Our institute was a success so far as relates to instruction, and earnestness on the part of those attending. There was a falling off in numbers from previous years. This is in a great measure owing to the heavy reduction made on teachers' wages last year. Prof. Hutton proved himself to be an able conductor."

THE Dunn County institute enrolled forty-seven members, sixteen more than last year. The teachers present thus expressed themselves in respect to the system of institutes:

"We look for their continuance and increasing popularity and usefulness, and as teachers we pledge ourselves to do what we can for the accomplishment of this object."

A Correspondent in the *Grant County Witness* says of this institute:

"There seemed to be but one sentiment expressed by its members, viz: 'One of the best institutes ever held in Grant Co.' Whether its success is due to the Regents for their wise selection of Profs. Beck and Nye as conductors, or to Supt. Harper, who has won the confidence of the teachers, or to the teachers themselves, for this intellectual drill so generously afforded them by state appropriations, we are unable to judge."

PROF. A. A. MILLER, who had charge of the institute at Wauwatosa, writes:

"The institute at this place, now on its second week, numbers forty five. As there are but thirty-two schools in this superintendent district, the institute is more successful than most counties can claim, so far as numbers are concerned. Last year there were thirty-eight enrolled. The teachers are doing better work than a year ago. On the whole, I consider the institute a success. Supt. Clarke is doing a good work among the teachers and for the schools. The increased interest manifested by teachers over that of a year ago, proves that he has been actively at work. Quite a large list of subscriptions for the JOURNAL has been taken."

THE public schools of the city of Janesville, opened the fall term Monday, Sept. 8th, with an enrollment unusually large for the first day. The number of pupils received and classified was 1,279—599 boys and 680 girls. By departments the membership is as follows:

High School	107
Grammar Department	326
First Intermediate	210
Second Intermediate	239
First Primaries	153
Second Primaries	244

SUPT. O. B. WYMAN, the conductor of the institute at Osceola Mills, Polk county, writes:

"Our institute closes this afternoon, and as I review our work of the two weeks session, I am satisfied with the results accomplished. The enrollment was limited numbering only thirty-six; but we had the better grade of teachers, and without an exception they have been very attentive and studious. As a class they are very earnest and are making a laudable effort to secure thorough preparation for the work of the school room. My visit here has been very pleasant."

THE INSTITUTE AT DURAND, Pepin county, passed the following resolutions:

"*Resolved*, That we recognize these institutes as a powerful aid in the work of teaching, likewise the Wisconsin Journal of Education as ably conducted, and a magazine which should be in the hands of every teacher in the state.

Resolved, That we appreciate the able instructions of Profs. B. M. Reynolds and J. H. Gould, conductors; also the faithful and untiring efforts of Supt. J. H. Rounds in the educational work of the county."

SUPT. J. H. ROUNDS, of Pepin County, writes:

"We have just closed our two week's institute, B M Reynolds and J. H. Gould, conductors. Thanks to the committee for sending us these men. Fifty-six members were enrolled, with an average daily attendance of thirty-one and 8-10. Visitors were in attendance nearly all of the time, and a good degree of interest and enthusiasm was manifested by both teachers and visitors. The conductors commended the educational attainments of our teachers, and the teachers spoke in high terms of the methods of instruction presented by the conductors. We had a profitable time."

SUPT. NINMAN, of Watertown, says of the joint institute held in that city:

"It has been very profitable indeed, and teachers and citizens speak in the highest terms of the conductor, Prof. Viebahn, and of the lectures of Rev. Mr. Sawin, and Professors Wright and Searing. 'We must have such an institute again,' is the sentiment expressed by many; and I hope that they may not wish in vain. The attendance was very regular, although the weather was warm The interest and attention manifested throughout were pleasing to behold."

THE *Whitewater Register* says:

"The following is the disposition of recent graduates of the Normal School as teachers, so far as we have been able to learn: Enos Richmond, at his last year's place, in Oregon, Dane Co. A. Sherman, principal at Elkhorn. Ida Teed, assistant in same school. G. W. Reigle, principal at Whitewater. L. H. Clark, principal at Horicon. Alice Meadow, assistant at Janesville; the same place she had last year. Ellen Persons, assistant, East Side school, Eau Claire. Alice Gannt, assistant in High School at Appleton. O N. Wagley returns to Necedah as principal of the High School. A. E. Tyler and wife teach at Darien.

PROF. B. M. REYNOLDS, who, in connection with Prof. J. H. Gould, conducted the institute at Durand, writes:

"The members engaged earnestly in the work and the interest did not flag up to the last. I never worked in an institute that pleased me so much and where I seemed to get a firmer hold. I am very much gratified with the result. Mr. Rounds expressed himself as having his expectations, which were great, as far more than realized. I trust that you will not consider me as boasting of what I have done, but simply as endeavoring to give you a true impression of the state of things. I had small expectations when I went to Durand, but have been greatly disappointed. I feel that Pepin County has received an impulse from the work of the institute. At its close a county association was formed with nearly forty members. The institute was visited by men who have not been in a school for years, and they seemed to be profoundly impressed. If all the institutes in the State take hold of the communities in which they are held this fall as this has done, a great advance is going to be made in the educational work of this commonwealth, and we may be encouraged to gird ourselves for higher effort in this direction."

THE *Oshkosh Northwestern* contains the following excellent editorial on the Compulsory Education Law:

"This law is only the enactment of public sentiment on the question of education of children. It is universally admitted that, in a government requiring the exercise of intelligence on the part of its citizens, an opportunity to acquire a reasonable education should be secured by the state. It is also the moral conviction of a large majority that those who wilfully allow their children or wards to grow up in ignorance should suffer punishment as for a crime. For ignorance in a land of free schools is a crime. The law may in some cases prove a hardship: but temporary hardship is infinitely better than eternal ignorance. Twelve months regular work year after year by children between the ages specified is slavery both of mind and body. It dwarfs their faculties and destroys their capacity for the future. Parents may own the bodies of their children, but they do not own their minds or souls. Youth is the time when the mind is the most active and impressions the most readily made permanent. The avarice of the parent has no right to deprive his offspring of that which is necessary to make them successful in the future, or to make them capable of performing intelligently the duties of a citizen who helps to make the laws of his country. It is not the policy of this country to breed up tools for the politician to play with, but men and women capable of learning the truth and judging for themselves. The law is arbitrary as are all laws. But it rests with the proper officers to determine in what cases penalties ought to be enforced. If it shall prove effectual in increasing attendance in our public or other schools, it will have accomplished its object. I ought to be obeyed cheerfully, even at a personal sacrifice."

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WISCONSIN
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THE FUNCTION AND VALUE OF ORTHOEPY IN EDUCATION.

[Paper read before the Annual Meeting of the Institute Conductors, at La Crosse, July 7, 1879, by Prof. ALBERT SALISBURY.]

I do not love the word "phonics." It is curt, undignified, and too easily subject to ridicule. The simple spelling, f-o-n-i-k-s, though in itself fitting and consistent, is still able to excite, oftentimes, a sudden and derisive prejudice quite fatal to candid consideration. The terms *phonetics* and *phonology*, strictly synonymous with *phonics* so far as our dictionaries testify, are either of them in every way preferable as words, though *phonics* appears to me to have acquired a distinct meaning in its current use, a meaning not yet recognized in the dictionaries. Of this, more anon.

Is it phonetics or orthoepy of which I should speak? For these terms are not synonymous. Is either inclusive of the other? If not, which is the one legitimately before us? The Revised Statutes of Wisconsin make orthoepy a subject of instruction in the public schools, and of examination for teachers. They say nothing of phonics or phonetics. Let us briefly examine the signification of the terms.

Orthoepy is the art of pronunciation. The rules and practices of any art may be purely empirical, imitative, and unreflecting; or they may be of scientific origin, indebted to science for their discovery or statement. So here, our pronunciation, *i. e.*, our orthoepy, may be wholly empirical, a matter of combined imitation and accident; or it may be largely affected by a conscious and systematic application of the general principles and analogies of spoken language. Orthoepy

asks *what* is correct in the utterance of words, it need not concern itself, necessarily, with the questions why or whence. Phonetics, on the other hand, is a science, the science of the sounds of human speech, — dealing not with *pro*nunciation but with *e*nunciation, an important element of pronunciation. It is not a branch of grammar, like orthoepy, but of acoustics, — and so, clearly a physical science. It is a young science, not dreamed of till orthoepy was old, and yet very far from being complete and settled in all its points. When we teach the organic distinctions between the six sounds of *a*, or between the sounds of *f* and *p*, we are working in phonetics. When we determine the location of accent in a polysyllable, or obey the law that "an accented vowel followed by *rr*, or *r* followed by a vowel has its regular short sound," we are working in orthoepy. When we train a child to the correct apprehension and facile execution of the troublesome sounds of a language, we are working in phonetics *for the sake of orthoepy*. Phonetics is analytic, orthoepy is synthetic. Phonetics must precede an intelligent and scientific orthoepy, though it may be wholly unknown to an unintelligent and hap-hazard pronunciation. Phonetics is the scientific antecedent of orthoepy, though its value is by no means limited to its serviceableness in orthoepic art.

Hear what the first of American philologists has to say of phonetic science: "The study of phonetics has long been coming forward into more and more prominence as an essential part of the study of language; a thorough understanding of the mode of production of alphabetic sounds, and of their relations to one another as determined by their physical character, has become an indispensable qualification of a linguistic scholar. And he who cannot take to pieces his native utterance, and give a tolerably accurate account of every item in it, lacks the true foundation on which everything else should repose."

I would that these sound words of Prof. Whitney might be brought before the eyes of every student of language.

Let us return to the question,—Which is before us, as teachers in Wisconsin, phonetics or orthoepy? I answer, *both*, — orthoepy as the result, the valuable possession; phonetics as the scientific and most certain means by which to attain this result. But we need a convenient term under which to include them both as they enter, combined and properly related, into instruction. It is possible that the unlovely word *phonics* is the one most nearly fitted for the purpose, it having already acquired a specific application to such phonetic instruction for orthoepic purposes as has been given in the public schools of

this country. But the word orthoepy has been used in like manner; and so, with your permission and some qualms of etymological conscience, I shall henceforth use it as the inclusive term.

We reach now the main question,—what wisdom is there in our statutory recognition of orthoepy as one of the essential elements of a common-school education? Or, in other words, What is the educational function of phonics?

1. The study and knowledge of orthoepy, in some manner, is generally admitted to be an important auxiliary, or, indeed, part of the work of reading. A comprehensive analysis of that work will show it to include as its four grand divisions, (a) Management of the bodily organs; (b) Pronunciation, or orthoepy proper; (c) Comprehension, attained by "analysis of thought," and (d) Expression. Thus orthoepy forms one of the four quarters of the world of reading, while the phonetic processes of vocalization and articulation go far to make up another, the purely physical fourth, indicated under the first head, management of the body.

The necessity of good pronunciation to even the slightest claims as a reader, goes without arguing. Nor is this need simply a matter of accents, but of vocalization and articulation, the distinct, exact, and adequate utterance of all the oral elements employed. This cannot be left to mere random imitation. The attainment of a respectable, not to say, elegant, pronunciation will be greatly expedited, to say the very least, by the analytic processes of phonetics and a conscious knowledge of the formulated analogies, as well as the anomalies, of orthoepy proper.

And in teaching pupils of foreign extraction—no small matter in this state—this dependency upon phonic analysis becomes still greater, amounting, as I believe, to an absolute necessity. I deem it simply impossible to succcessfully put our *th* sound into a German mouth, for instance, without a resort to physiological analysis and description. So, the cure of lisping becomes merely a matter of perseverence when the physiological character of the fault is once understood.

Enunciation and comprehension are the two legs on which reading must go, if it goes at all; and to ask which of these could more safely be sacrificed, is like asking whether a pedestrian can better dispense with his right or his left leg. The whole physical hemisphere of reading, to change the figure, is closely akin. The training of the diaphragm for breathing, the larynx for vocalization, the tongue and

lips for articulation, — all, are not merely useful, economical in the end, but indispensable to any proficiency whatever in the rare art of good reading.

2. But I shall be asserting no novel or dubious proposition, I trust, when I affirm that the service of all this to reading is but a minor part of its whole value. Speech in general is vastly more important than oral reading. The whole is greater than a part. Conversation, public speaking, singing,— each and any of these more important to the doer than oral reading, for the time at least — are all made immeasurably more effective by a knowledge of the elements and laws of vocal expression, and by training in the correct practices thereof. It will hardly be necessary to fortify the declaration that the great value of phonic drill is found in the daily and hourly speech of men. Its benefits are carried into every waking hour. A clear and resonant tone, clean-cut articulation, an easy and elegant execution of the vowel sounds, will render effective and inspiring a quality of thought which would be barely endurable when voiced by a rigid jaw, a clumsy lip, a feeble or husky vocalization, and an ignorant, rustic or provincial orthoepy.

3. Nor is this all. We live in a sensuous age, a time for the exaltation of the outward senses. Modern science is loudly emphasizing the value of high training for all these connections with the outer world. The value of eye-culture, especially, has been effectually impressed upon us. But is not the ear of equal worth? "The eye and the hand" are indeed incalculably serviceable, but are not the *voice and the ear* even more truly the servants of the soul? I judge that the deaf mute is more completely and unhappily set aside from contact and full communion with his kind than is the blind man. The divine harmonies of music, the sympathetic thrill of the voice of orator or friend, — are not these a sorer loss than all the glories of color and of form? And the man of thick, dull ear and bungling, wooden mouth, is in a measure, deaf and dumb. His partially aborted organs of hearing and speech, are a muffling, deadening screen, which shuts him out from the highest ecstasies of this none too ecstatic life. But the man in question has this advantage over the totally deaf and dumb, his organs are more susceptible to cultivation. And for this cultivation just two means are at hand, music and phonics.

The infinite superiority of vocal to instrumental music, for this purpose, need not be discussed here. But phonic training has in some respects an advantage over either, in that it attends to certain very

useful matters which music is liable to neglect. Music exalts the vocal chords and, as we are often made painfully aware, is prone to neglect the organs of articulation. Phonics never makes *this* mistake. It is not, however, an equivalent for music, but an invaluable complement. Let us therefore magnify it as a needful and most welcome means of ear-culture, and thus an enlarger of the human soul.

4. Lastly, experience as well as reflection teaches me to prize the study of phonetics and orthoepy as a mental gymnastic, in the best sense of that term. If algebra has in it a disciplinary power wholly independent of so-called practical considerations which secures for it a place in every curriculum; so in its own way — a very different way from algebra — has the study in question. Its pursuit involves a class of close discriminations most fertile in the development of acuteness and accuracy of operation. Along with this, goes a culture of attention and careful observation somewhat different in kind from that given by natural history, though no less valuable, even if not acquired by processes so fascinating as that of counting a bat's teeth or the ovules of a flower. It is, I believe, a defect of the culture given by natural history that it permits one to be exceedingly alert and observant in respect to its own peculiar phenomena and, at the same time, inexcusably inobservant in other domains,— notably that of language, the field of all others where carelessness of observation is working the sorest mischief.

I trust I have shown forth some reason why orthoepy is entitled to all the attention which it has received among us or is likely to receive; but permit me now to devote a little attention to the objectors, those who would belittle or wholly deny the value of this training. To my mind, they admit of easy classification. One class meet us with the familiar criticism, "You are over-refining the matter, finding too many sounds, making unnecessary and imaginary distinctions." This may come, however, from either of two sources. It may be the demur of the uninstructed at the labor of learning new sounds, the protest of a lazy conservatism incensed at the idea of progress here also, and willing to go down to the future in peace with the venerable Walker as its sole and sufficient oracle. Or it may be only the dislike of the obtuse and sluggard ear to be disturbed by the nice sounds of speech.

As well object to the chromatic scale because not many centuries ago, the common ear was unable to appreciate or find anything but painful discord in the semitonic intervals. We are happy in the knowledge that the senses of the race are growing more and more

acute. The child of to-day discriminates color as the sage of Homer's day could not, and masters the diatonic scale, of which David doubtless did not so much as dream. The number of possible speech sounds is almost infinite. Ellis in his palæotype has found a notation for 400 of them. Let the lazy ear and awkward mouth rejoice that their present task—45 sounds—is no harder. The future will doubtless make greater demands; meanwhile let the aid of the schoolmaster be sought in order to reach the present level of even moderate culture.

The science of optics has had its onward tide and has brought us the telescope, the microscope, and the spectroscope. It is now the day of acoustics: the telephone, the microphone, and the phonograph, hold the public ear; and phonetics takes its rightful place far above the secondary symbolism of orthography. Sharpen your ears and limber your tongue, my inert friend, or step back into the past century.

But a second class of objectors must not be overlooked. Their numbers, at least, entitle them to consideration. These are they who know not of the matter, and *therefore* condemn. They have never given the subject any full and candid examination either in its aims or its results, yet confidently assume it to be unnecessary, "new-fangled" (death-dealing word), or merely theoretical and therefore futile. In thinking of this class of skeptics, we have this one consolation—phonetic science has at least encountered no theological prejudice, and is, so far, more fortunate than some of its kindred physical sciences which yet live and give signs of health, growth, and usefulness.

We grant some waste of time in its teaching hitherto, through unintelligent and misapplied efforts; but what science or art ever yet developed has not been compelled to make the same admisssion? Certainly arithmetic is not that one, nor grammar, nor geography.

One word about orthoepical notation. Like the notation of any other science or art, it is an instrument, not an end. The ability to give the sounds of speech a notation according to some chosen system, is not in itself a priceless acquisition; though, like many another process in better vogue its incidental advantages and results may outweigh its direct ones. It furnishes a drill, and the test of the pupil's discrimination and practical hold of the subject, not easily attained by any other means.

And now, in closing, let me briefly recapitulate the function of orthoepy, or phonics, viz.: Along with vocal physiology, it constitutes one of the two indispensable bases of all respectable or endura-

ble reading. Going beyond this, it enters with equal value into all oral communication, public or social, and forms an important factor of general culture and refinement. It constitutes one, and in some respects the better one, of the two sole agencies for the cultivation of the ear and the voice, a culture which broadens the capacities and deepens the whole sentient nature of its recipient. It furnishes a unique and efficient sort of mental discipline in the direction of greatest need, that of nicer discrimination, of closer observation and attention. These things constitute it a subject of solid and permanent value, one worthy to be well taught, but, like all other subjects, liable to abuse in its presentation and consequent unfruitfulness in the outcome.

SENTENTIAL ANALYSIS.

[Paper read before the Annual Meeting of the Institute Conductors, at La Crosse, Monday, July 7, 1879, by Prof. HENRY D. MAXSON.]

When Diogenes visited Myndus, he was impressed with the disparity between the pretentious portals and diminutive town, and blandly advised the inhabitants to close their gates lest their city escape. It will be discreet to avoid any occasion for an application of the cynic's jest, by foregoing formal introduction and plunging at once *in medias res.*

It is profitable, before wasting much energy in the fatigues of travel, to definitely decide upon the destination which it is proposed to reach. "What purpose is to be secured by sentential analysis?" is a question not always clearly answered by many who are accustomed to mingle torture and diversion in this exercise. Without ignoring its incidental and remote uses, I have come to regard as its main and immediate object, the development of the faculty of discrimination, and the application of this faculty to an intelligent comprehension of the fundamental principles of grammar. "That the leading object of the study of English grammar is to teach the correct use of English," says Prof. W. D. Whitney, "is, in my view, an error and one which is gradually becoming removed." That the exercise of analyzing sentences may be indirectly serviceable in acquiring a correct use of English is, doubtless, true; but if this is the main end in view, the method employed must be regarded as ingeniously awkward. There is a reflex result which should be mentioned in this connection, on account of the important suggestion which it involves. The analysis of a sen-

tence is not necessary for its comprehension, but its comprehension is necessary for the analysis; and thus, by a sort of retroaction, sentential analysis necessitates and so promotes intelligent reading. The inference which naturally follows from this fact is that this branch of grammatical study can be most profitably pursued in connection with the daily reading lesson. The value of that portion of the text-book in grammar which is devoted to this subject is not, indeed, to be ignored. Much may be accomplished by such a systematic study, in connection with judiciously selected sentences, although it is difficult to see what profit can come from an attempt to wrestle with garbled extracts from some transcendental philosopher, whose dreamy utterances require all the light that the context can give for their elucidation, and then can be grasped only by the most sympathetic mind in the most sublimated mood. When Hegel, on his death-bed, was asked by some admiring disciples for an exegesis of one of the abstruse passages in his works, he is said to have piteously replied: "There was a time when the Lord understood that and when I did; he may understand it now, but it is beyond me." It is questionable whether the dying seer would have had any confidence that his lucubrations were understood in the courts above, had he been confronted by a detached passage from them, in a modern grammar, among the miscellaneous exercises for analysis.

Again, if the immediate purpose of the study of analysis is the cultivation of the faculty of discrimination and its application in the study of grammatical principles, the prime requisite of the method is that it be, as nearly as possible, rigorously logical. Among the most flagrant violations of this requirement is the common classification of sentences. It is difficult to see what logical ground there is for making a distinction between simple and complex sentences, as those terms are ordinarily used. Take, for instance, the propositions: "The prudent man is respected," "The man of prudence is respected," "The man who is prudent is respected." Each of these examples contains but one assertion. Clearly, there is nothing predicated in the clause, "who is prudent," any more than in the phrase, "of prudence," or the word "prudent." The three sentences are of the same rank; for they differ, not as a whole, but only in a subordinate part; and here there is a variation merely in form, the clause, phrase, and word being logically equivalent. The inconsistencies in which one is involved by the common treatment of the complex sentence are capable of numerous illustrations. It is custommary, for example, to say that in the sen-

tence, "After eating his breakfast, he left the house," there is but one proposition, and the prepositional phrase, "after eating his breakfast," is a part of it; while in the sentence, "After he had eaten his breakfast, he left the house," there are said to be two separate propositions. The adverbial modifiers in the two sentences perform the same office. Clearly, if the phrase in the first case is a part of the independent proposition, so also is the clause in the second case. Another illustration will make the absurdity still more apparent. In the sentence, "That air has weight is universally conceded," it is necessary, according to common usage, to say that the subordinate proposition is "That air has weight;" and there is left as the principal proposition only the decapitated fragment, "is universally conceded," a group of words without a subject, which cannot, therefore, be regarded as a proposition at all. That there are sentences which contain a relative pronoun and still are not simple, is not to be denied; but these, in the ordinary triple classification, are to be called compound, not complex. In the sentence, "They passed the cup to the stranger, who drank heartily," "who" is equivalent to "and he," and there are two independent propositions. The sentence is, therefore, compound. Again, the infinitive, when used with its subject as the object of a transitive verb, is seldom satisfactorily treated. It is not a little disappointing, for instance, in such sentences as "I believe him to be dishonest," to find a logical statement of the relation of the words followed by the concession, that it is more convenient to dispose of "him" as the object of "believe," and "to be dishonest" as an adjective phrase modifying "him." The compromise is much less easily understood than the consistently logical analysis. It is not difficult to make a pupil see that the objective infinitive phrase is equivalent to the clause, "that he is dishonest," and consists, like the latter, of a subject, copula, and predicate adjective.

Another important requisite in a system of analysis is simplicity. To this standard must be referred the subject of diagramming. Our time is too limited to allow an extended examination of the absolute or relative merits of any of the systems which have been employed. While one may not ignore the value of some of them, in the case of the beginner who requires very tangible forms to suggest ideas, it must be kept in mind that their use is in clarifying rather than in obscuring, and whenever, by their complexity, they come to increase rather than diminish the labor of comprehension, like a defective lens or a too elaborate metaphor, they defeat the end for which they were de-

signed and are to be abandoned. Any encroachment upon the domain of the kindergarten should be jealously resented in the interest of free-hand drawing, as well as of sentential analysis. The same consideration should be kept in mind in the matter of nomenclature. The terms employed should be as few and familiar as possible. It is not easy, for example, to see what advantage is gained by using the expressions, "elements of the first, second, and third classes," instead of the terms, "words," "phrases," and "clauses," respectively. It would require a rather crooked mathematical computation to demonstrate that any time is saved by the substitution, while the labor of understanding the significance of the terms is doubled. Considerable practice is needed to give the average pupil sufficient familiarity with the numerical expressions so that he will not have to mentally translate them into their definitions, whenever he employs them.

It may not be out of place, in this connection, to protest against the somewhat prevalent habit of selecting a set of terms, rigidly defining them, and then endeavoring to distort all possible constructions, so as to be able to explain them by the scheme adopted. The fact should be recognized that there is a large number of idiomatic expressions, which do not conform to the general laws of the language. Many of them require, for their intelligent analysis, considerable proficiency in philology and should not be introduced into the recitation room, except before the most advanced classes. In no case may the instructor emulate Procrustes and forcibly attempt to make the idiom fit the grammatical bedstead.

It has not been attempted, in the foregoing, to invent or elaborate a complete system of analysis, but rather to suggest improvements in the existing systems, which may enable the exercise better to accomplish its legitimate work.

Much has been said about the profitableness of studying the ancient classics because of the special facilities which highly inflected languages afford for determining the relation and dependence of words. I should be among the last to unreasonably belittle this claim. But while it is very clear that the ending of the adjective greatly aids in assigning it to the proper substantive, it by no means follows that this operation is of exceptional advantage in cultivating the logical powers. By carefully noticing peculiarities of contour, a person may be very successful in putting together a dissected map and yet advance but slightly, if at all, in geographical knowledge. In the analysis of sentences, endings are but labels, which enable the pupil to deposit words

in their proper pigeon-holes, regardless of the underlying relations of thought. Indeed, the very absence of inflectional endings, by removing these artificial aids, increases the mental discipline of analysis, since it makes the operation dependent upon meaning and not upon form. The analysis of English sentences, if logically pursued and unincumbered by superfluous machinery, can hardly be over-estimated as a means of securing mental discipline and acquiring a knowledge of the laws of language.

WORD ANALYSIS.

[Paper read before the Annual Meeting of the Institute Conductors, at La Crosse, July 7, 1879, by Prof O. S. Westcott]

To successfully condense within the brief space allotted for this paper the ideas and suggestions that come thronging to one's mind on this fruitful and wide-reaching topic, exceeds any effort that the writer of this article can possibly make. He will, therefore, endeavor to present only a few points for consideration, being well assured that in his so doing the more important ones are quite likely to be jostled aside by the less important, for even with the mind's concepts there seems to be an innate total depravity which imparts a bold forwardness to the inferior, while the modestly meritorious can be brought out from their retirement only by special effort.

It is a lamentable fact that teachers appear to fail oftenest in what should be considered the pivotal sciences. Reading, spelling and arithmetic receive too little attention, notwithstanding that too much time is apparently spent in acquiring a knowledge of these common branches of an education. And by *attention* is meant all the *striving for or towards*, that is legitimately implied by the etymon of the word. It is not enough that the attention be exercised only to the point of inducing the memory to reproduce the word for one special occasion, but there must be such an *at-tentio* as leaves upon the mind an ineffaceable impression.

To direct the pupil in forming such an impression, it is essential that the teacher himself have well-defined notions in the matter of etymology. Nowhere is it truer that "a little learning is a dangerous thing," than in the channels of thought into which the delver among words is irresistably led. It is well, though by no means absolutely necessary, that the teacher be well grounded in the ancient languages.

It is pitiful to hear an instructor of youth mistake the "a" privative of the Greeks for the contracted "ad" of the Romans, and after condemning the supposed hybrid as a monstrosity, confess his inability to see how the idea of negation grows out of the idea of motion towards. This is but one of the numerous errors that are constantly occurring. A persistent and thorough study of the dictionary will largely make amends for lack of opportunities in classical instruction.

It is not, however, enough that the instructor be *well grounded*. His mind must ever be *attent* to appreciate previously unnoticed analogies. He sees e. g. the curious expression in his German reading — stock-finstere Nacht — stock-dark night. He at once begins to inquire why *stock*-dark night? It occurs that in English, obviously from the same root, we say of a person that he stands stock-still; i. e. still as a stock, a cane, a piece of wood. The word by constant use having lost everything but its strengthening or emphasising qualities, *stock-finstere* Nacht ceases to appear at all incongruous.

A week ago I was walking with a gentleman, a college graduate but now engaged in business. He said: "Why do you call your science of insects 'entomology'?" "Nothing more natural," said I. "You surely have not forgotten the *logos* of the Greeks; and the *entoma zoa* of Aristotle are the living creatures that are *cut* into. The root of *entoma* is the same as that of our English word 'anatomy,' which is but a cutting up. It is, by the way, curious to observe that the tropical use of 'ana' in anatomy is exactly equivalent to the changed significance of the preposition up, when it becomes the adverbial appendage in cut *up*. Then the entoma of the Greeks is exactly paralleled by the insecta of the Latins." "But why," continued he, "is the word insecta so appropriate? Is it because they *cut into* vegetation?" "By no means," was the reply; "the word is passive and not active in meaning. It is not that they insect, but rather that they are insected." And *here* is a point that teachers frequently overlook: The English word from the root of the Latin present active participle is active in significance, while that from the root of the past passive participle is passive. We speak of the *incident* ray of light, taking our word from the root of the present active participle of incido, but from the second root of a nearly-related verb we get our word *incised*.

Plainly, then, it is no more or less than lack of attention that permits classical students to continue to spell separate with an e in the second syllable. Paro parare, etc., should surely linger in the

memory. If it does not, whose is the blame? Doubtless the teacher and the pupil must divide the responsibility. If memory is but the faculty which retains and on occasion reproduces past acts of consciousness, it needs no argument to show that vivid conceptions must be antecedent to retentive memories.

The *observing faculties* must then be stimulated and cultivated. The child is curious, watchful, inquisitive.

A few days ago I was walking with two children. I picked up a newly developed dragon-fly of a common species, and as I threw it aside I said to the older boy: "Oh, it is nothing but a Gomphus." The younger boy, a seven-year-old, said: "Well, I should think he was a *gump*, to let you pick him up so easy." So quick are children to detect resemblances in words that few children of seven or eight years have not already made in them many a discovery for themselves. On the other hand, such a stultification is accomplished by too many of the methods of the schools, that the observing faculties are dimmed rather than brightened, and many an advanced pupil, perhaps teacher, has been surprised by analogies which have for years been staring him in the face, but which he has stolidly refused to note. What do I mean? Did it not take Cæsar's certior factus est to bring some of us to a realizing sense that ascertain is only as-certain? Did it not take the Teutonic in der That to remind us that indeed! is in *deed?*

Our task, then, is simply to regulate the inquisitiveness on the part of the child, not to repress it.

My father, in middle life, was a sailor. Brought in contact with men of all nationalities, it is nothing surprising that in his old age scraps of dialects of every kind are continually cropping out in his conversation. Being a man of no schooling, he would naturally cling to an expression that pleased his fancy, regardless of its origin. One cannot help admiring the strength of his nautical metaphor when he speaks of the resident clergyman as being in his judgment a "leetle slack-twisted," or the emphasis of his not uncommon expression that such a person or such a thing is not worth a "soumarque." This latter I heard for many a year before it flashed upon me that soumarque must be sou marque, or a crossed sou. The worn Mexican and Spanish silver coin, the sixpences of New York or the ninepences of New England, were common change in my boyhood, and when crossed passed for ten cents. Plainly, then, to be worth but a soumarque would indicate nearly the point of worthlessness.

In an examination of teachers held last week, I note errors which would never have occurred had the spellers been at all interested in the analysis of words, had they possessed the most rudimentary practical knowledge of the so-called dead languages. For instance, abstinance for abstinence. The Latin scholar knowing that abstineo is of the second conjugation, knows that the root of the present active participle must be abstinent, and therefore that the derivatives from this root have uniformly in this syllable *e* and not *a*.

Acquiesce was misspelled. The termination of the Latin inceptive verbs reminds one at once of the uniformity of English orthography in such words as acquiesce, deliquesce, coalesce, etc.

Abstruse would not have been spelled with a *c* had it occurred to the teacher that not abstruo with abstructum for supine, but abstrudo with abstrusum for supine, is the root word.

Allopathic would not have been spelled with a single *l* had the *allos* of the Greek been in mind.

Antipathy would not have been spelled with an *e* had the Greek aorist epathon been at hand. Or, Greek aside, the analogical forms, *pathos,* passion, paschal, sympathy, pathetic, etc., would have been equally effective, and should be thus classified, especially by the unclassical scholar.

Analogous would not have had an *a* in the penultimate syllable had the teacher availed himself of a knowledge of its common origin with physiology, zoôlogy, and a host of words formed on the base logos.

Bigamy would not have been spelled with an *o* if the writer had noted its kinship with cryptogam, gamopetalous, etc.

These misspelled words strike my eye in glancing over the first two papers at the top of the pile as they are handed to me. They are not selected for the present purpose, and are no better than misspelled words from any other list that can be devised. The teachers who wrote these papers (and, by the way, I have not exhausted the supply of errors) reported an experience in teaching, the one of eleven, the other of ten years. Surely, when these persons attended school there must have been some glaring defect in the mode of teaching spelling.

How shall we teach word analysis? I answer, interest the teachers. They always teach well the topics that interest them most. Teachers who follow plans devised by others, rarely or never go beyond a very limited sphere of usefulness in our vocation. Make them enthusiastic, however, and that necessary industry which, alas!

so many lack, will follow, and their enthusiasm will have its effect upon their pupils. If they say mine*r*ology, their pupils will never suppose the word a derivation from mine*r*al. If text books issued from our first class houses continue to print myri*o*poda, people will say so, and never discover the analogy with myriad.

Pronunciation is more often a guide than a hindrance in acquiring orthography and appreciating etymology. Careless habits on the part of the teacher beget carelessness with the pupils and with the community. It has become so much the habit to abuse our glorious English, the most copious and elegant language the world has ever seen, that few dare oppose the modern cry for phonetic spelling. If our numerous self-styled reformers would put out in perfecting themselves in our English orthography as it is, but a tithe of the effort they expend in finding fault and in devising plans for pseudo improvement, we might soon outlive this unhealthy sentiment which tells of the difficulties to be encountered in mastering English, and dreams of the Utopia, never to be found, wherein language, like all other sciences, can be reached by that royal road which exists only in the imagination.

Who ever tried to learn to spell Latin words by the usual process of learning English spelling? And yet, what classical scholar could not write with entire accuracy the opening line from Virgil's Aeneid, at least from dictation if not from memory? No one would hesitate, for he once made himself master of the forms of those words. There is in his mind a definite picture, every line of which he can easily reproduce. Our heedlessness is our bane. While it should be a burning disgrace for one to be found misspelling an English word, it should be considered no unusual qualification, but rather a matter of course, for one to spell with entire accuracy. And in a language so multiform as ours, and so various in origin, it is not unreasonable to expect teachers, at least, to make a daily study of words. The opportunities are innumerable. Not a sentence crosses the teacher's lips, not a question comes from the pupil's mouth, not a sentence can be found in the school text book, of whatever kind, but that will repay toil and research, even as to the man digging after hid treasure.

WITH energy, any one can make success of life. Capacity and industry always find appreciation and help, and are apt to make themselves all the more useful for their scarcity. All young persons, especially, can be, and should resolve to be self-made.

SCHOOL RECORDS.

[Paper read before the Annual Meeting of the Institute Conductors, at La Crosse, July 8, 1873, by Prof. I. N. STEWART.]

In writing this paper, I confine myself strictly to our work as institute conductors, and only attempt to present an outline of what I should present in my work.

It is certain no business can succeed without care and forethought. Every detail must be observed and its bearings measured with reference to the result sought. Anything which will tend to such care and attention is good in its working. Nothing causes more careful scrutiny than the necessity of forming and rendering a judgment. In this view, it would seem every teacher would desire to keep the story of his work, even though no eye but his own ever see it. His first estimate of his pupils and of their methods and capacity, will gradually undergo a change; and, unless he has some bench mark, his opinion passes from one stage to another without attracting his notice. His plans and methods change in a like gradual manner. At last he is far from his starting point, with no back sight and very little foresight. We grow up with our friends and never perceive the change in them, except on return after long absence. But if we have pictures of them, taken at intervals, we can trace the changes, year by year, and reconcile the present with the past.

If the teacher desires to make his records correctly, he must first see things correctly; then select the main points, and on these base an expressed judgment. What more reasonably follows than a plan for future work? All this is done, too, with the consciousness that these acts are open to future inspection. For these reasons his work will be more thoughtfully done than ever before.

But similar motives act on the pupil. He, also, goes on record. He, too, has something at stake. He is taught in practice that every act has its life and force; that it takes much effort to cure past folly. He goes down on a record open to all.

Teachers still go on, wasting time and strength at the beginning of each new school, frittering it away in blind attempts to organize the school. Does not the bad faith of some pupils, and the ill-advised ambition of others, conspire with the helplessness of the teacher to put pupils in classes where they do not belong, and classes to undertake work for which they are not fitted? Time and experience are

needed by the best teachers to remedy these evils promptly. How often we have found important promotions made at the beginning of the term, under a new teacher, by the simple expedient of a new book and some cheek!

Our teachers are asked to adopt a new course of study. A course is submitted to them, and we are to urge it at our institutes. We congratulate ourselves that we are soon to economize and regulate the teaching force of the state. Yet, without a system of records, we shall have a course of study covering about eight years' work, with the possibility of twenty-four distinct breaks, and a probability of at least half that number. What evidence has the new teacher, the parent or the board, that the successive steps in the course have been duly taken and properly watched? Gentlemen, a course of study in our common schools, with no records, is a chain made of separate links, perhaps very good ones, but with no working power, no continuity. We should never try to do a thing without using the means needful to the end sought. That a course of study is adopted, implies that the studies are to go on without regard to change of teachers, and in regular known succession.

We agree, then, that records must be kept. What, and how? I believe that uniformity is neither attainable nor desirable. Let us fix the fact that some records are to be kept; let us insist on this, and the sense and experience of teachers will secure working results. The records must not be so elaborate as to require a clerk to keep them and an expert to explain them. It is better we should start below the mark — too simply — than to plant a crop of red tape larger than we wish to harvest. We must start with those so simple, necessary and convenient, that they will fall into place without argument. We cannot afford, at this juncture, to waste argument on the method and details, when the question of their introduction is itself yet unsettled.

To bring about this desirable result, we must, as conductors, first represent the fact to the teachers; present the gain in their own case, both as to daily work and plans for the future; we must present the gain to the school in time and in the spirit of the work. All other motives must be presented according to the need ot the class before us. We must ask help of the county superintendents, of state authority, of school boards, and of the people. We must propose actual plans of such records to the teachers, and explain them. We must make every teacher feel that it is his duty to make some record and leave it to his successor, even though none be left to him. While

holding up the virtue and duty of such a course, we can allude to the opposite course in such a manner as to secure attention to any who wilfully or negligently fail to leave the proper record.

Let us ask, as the simplest records:

a. A list of pupils in each class, arranged in order of standing.

b. A copy of programmes.

c. A statement of the ground each class has gone over in the term.

d. And a plan for next term's work.

e. Suggestions pertinent to the work.

Let us ask as a fuller record:

a. Lists of pupils in classes.

b. Records of examinations and class standing.

c. Standing of each in attendance, punctuality, and deportment.

d. Programmes of daily work.

e. Plans of future work, based not only on the past work, but on the teacher's knowledge of the conditions of the district.

f. Full suggestions likely to be useful to the next teacher.

One thing remains. We must show that all this presupposes that the incoming teacher will make judicious use of the facilities put in his hands; to do otherwise would be unprofessional. *But*, the duty to make these records remains the same, whether used or not.

SELECTED.

SKETCHES OF THE UNIVERSITY OF WISCONSIN, XII.

ORGANIZATION OF UNIVERSITY CLASSES.

On the fourth day of August, 1850, the first university class was organized; but this step was only constructively taken; freshman studies had been assigned to two students of the preparatory school—Levi M. Booth and Charles T. Wakeley. These studies were pursued by them during the first university year ending July 10, 1851; but there was no setting apart of a distinct freshman class until the commencement of the next university year, on the seventeenth of September, 1851, when a sophomore class was also formed with Levi M. Booth, John H. Lathrop, Jr., and Charles T. Wakeley as members. The faculty for the first university year consisted of John H. Lathrop, LL. D., chancellor and professor of ethics, civil polity, and polit-

ical economy; John W. Sterling, A. M., professor of mathematics, natural philosophy, and astronomy; and O. M. Conover, A. M. tutor — the last mentioned having been employed only during a portion of the second term. For the second university year, terminating July 28, 1852, the faculty was unchanged. It was the same for the third university year commencing September 14, 1852, and ending on the twenty-seventh of July, 1853, with the addition of O. M. Conover as professor of ancient languages and literature, while the place of the latter as tutor was filled by Stephen H. Carpenter, A. B. This year began with the organization of a junior class (in addition to the two classes previously formed), with three members — Levi M. Booth, Charles T. Wakeley, and John H. Lathrop, Jr., the last mentioned leaving before the close of the last term.

THE UNIVERSITY SITE AND BUILDINGS.

The legislature of Wisconsin having confirmed the action of the regents in the selection of a site for the university early in February, 1849, the board soon thereafter proceeded not only to perfect their title to the Vanderpool tract but to make some additional purchases. Since that time, portions have been sold off while other parcels have been bought, until now the grounds immediately connected with the institution constitute nearly a square plat, having streets and an avenue of the city bounding it on the east and south, and on a part of the west side; while the entire north shore is washed by Lake Mendota, the largest of the lakes which add so much to the beauty of Madison and its vicinity.*

In the second annual report of the regents to the legislature, made on the sixteenth of January, 1850, they asked of that body authority to borrow from the principal of the school fund, the sum of twenty-five thousand dollars to enable them to proceed to the erection of needful structures for the university. The policy of the proposed loan was placed in a strong light by the governor of the state — Nelson Dewey — in his annual message in January of that year. The result was the passage of an act approved February 9, following, authorizing the commissioners of school and university lands to loan to the

*These grounds include the site of all the buildings except the president's house and the observatory; but the University farm, of which mention will hereafter be made, and upon which the two structures last mentioned are erected, lies to the westward. To be more specific, the University grounds may be described as bounded on the north by Lake Mendota, on the east by Park street, on the south by University avenue, and on the west by Mary street and an imaginary line continuing that street north, to the lake aforesaid.

institution an amount not exceeding the sum asked for by the regents, to be applied to the construction of university buildings, to the payment of liabilities incurred in the purchase of lands for the institution, and to such other purposes as might be necessary to the advancement of the interests of the university.

The recommendation of the regents for a temporary structure estimated to cost three thousand five hundred dollars, to be used ultimately by the department of the theory and practice of elementary instruction, which had been approved by the legislature, was not carried into effect by the board. In lieu thereof at a meeting of the regents on the fifteenth of January, 1850, a general plan and estimates for university buildings and other improvements of the site, to cost nearly seventy thousand dollars, were adopted, subject to the approval of the legislature. The plan for the buildings included a main edifice fronting the capitol in the city, to contain rooms for recitations, lectures, and for other purposes, also two dwelling houses for officers of the institution, and four dormitory buildings. The legislature having by the act approved February 9, 1850, virtually ratified the action of the regents as to the buildings to be erected for the university, and furnished means sufficient for present use, the board proceeded to contract for one — that now known as the north dormitory, which was so nearly finished on the first day of the second university year — September 17, 1851 — that it was opened for occupation by the students. This day is still remembered as the time when the school "moved on the hill." The building, however, was not actually completed and accepted by the regents until the eleventh of October thereafter. The entire cost of the structure was about nineteen thousand dollars. In an architectural point of view, the building does not present many attractive features.

LIBRARY.

The subject of founding a library for the university early occupied the attention of the regents; but, from lack of means, no direct action was taken until 1850, when a proposition was made to connect, temporarily, any collection of books that might be made, with that of the cabinet; and at a special meeting of the board on the twenty-fifth of July, of that year, the appointment of librarian was tendered to H. A. Tenney, who had through the year previous continued to act in the capacity of curator of the cabinet. By the commencement of the year 1851, nearly eight hundred volumes had been obtained — the

beginning of the present valuable library of the institution. The name of United States senator, Henry Dodge, must be mentioned in this connection, as among the first who made a generous donation of books.

PLANS AND PROGRESS.

The fourth annual report of the board was made to the governor for the year ending December 31, 1851. In this communication the regents say that, "in the discharge of the duties of the trust committed to their administration and supervision during the year 1851, the board have seen no reason to vary their views, as expressed in their previous reports to the legislature, relative to the plan of building, or the general organization of the institution. The collegiate department [that of science, literature, and the arts], with its buildings, its faculty, its library, apparatus, and collections in natural science, and all the subordinate arrangements essential to a liberal under graduate course of study, constitute the central idea of the university, and the leading object of the trust."

Up to the close of the year 1851, the finances of the university present some features of historical interest. University lands had been sold to the amount of about twenty-five thousand dollars, the interest of which was set apart to meet the interest on the loan of the same amount made from the school fund. The property of the institution consisted of the site then containing fifty acres, the north dormitory, the foundation of the south dormitory which had already been laid, and the unsold university lands. Debts due the board, and its property in city lots, were reckoned sufficient to extinguish all the private indebtedness of the institution. The whole revenue available to meet current expenses was, therefore, at that date, derived from tuition fees and room rents. The number of students in attendance was forty-four.

Much of the time and attention of the faculty was occupied in fitting the students for admission into the university classes. "This provision for preparatory instruction in the university, said the chancellor, "must be continued until the academic or union schools, one in each township, embraced in the plan of public instruction for the state, shall be put into successful operation." "The sophomore and freshman classes already formed," continues the chancellor, "several classes of preparatory students, together with those who are now pursuing select portions of the course, furnish full occupation for the

faculty, now [close of 1851] consisting of the chancellor, the professor of mathematics, and a tutor."—*From History of the University*, BY C. W. BUTTERFIELD.

THE OBJECTS AND RESULTS OF EDUCATION.

"The object of education is to prepare children for the work they have to accomplish," says an eminent authority. But what *kind* of education will prepare children for the work they have to accomplish? What constitutes success? Setting aside special and often questionable aims, we may say that the work of education in Europe, as in this country, seems to be conducted with one of two ends in view: first, to train the mind and draw out the faculties to their full development; or, second, to furnish the learner with special knowledge and skill in some one department. What shall we say of these objects? Is one right and the other wrong? Granting that "the endowments that belong to all are more important than the peculiarities of any;" granting that "man is the trunk," and the occupations and professions are but the different kinds of fruit which it yields;" and granting, too, as we must, that the advocates of "practical education" have often rendered their cause absurd, is it not true that the question of the utility of certain branches of study is often too much ignored? Might not instruction in certain branches of industry be advantageously added to the course pursued in the public schools, or substituted, to some extent, for certain branches which now receive disproportionate attention? In most public school systems children are required to study arithmetic seven or eight years, and then the results are so meager and unsatisfactory that many demand that more attention be given to this important study. No one will claim that our pupils learn too much arithmetic, but is it necessary to devote so much time to it? The objection that time is wasted has been strenuously urged against the study of the classics in college; and yet more time is spent by every pupil who completes the course of study in one of our graded schools upon arithmetic alone than is given to Latin or Greek in any college course, including the preparatory course. Now compare the results. Instead of a considerable degree of culture, which is usually attained by those who have completed a classical course of study, these long years spent on arithmetic have too often yielded little, if any, intellectual improvement. Who is to be blamed? Not the child, for he has simply acted out the promptings of his nature, and has been

under the guidance of others. Not the teacher, for he has faithfully striven, according to his ability, to teach the child, never daunted nor discouraged by the pupil's seeming dullness and indifference. No, the simple fact is that an effort has been made to teach the child a study which he was not yet prepared to learn. Hence the meager result. Arithmetic calls into exercise a range of faculties which are not much developed in childhood. Between the ages of six and fourteen the perceptive faculties, the memory, and the imagination act spontaneously and with remarkable vigor and certainty; the reasoning powers, on the other hand, act slowly and feebly, and only under an effort of the will which the child possesses little power to put forth. Many a bright, promising boy or girl will read a story-book for three hours with ease and delight, to whom it is an utter impossibility to give fixed attention to the more intricate work of arithmetic for thirty minutes. Now, we repeat, it is not our intention to disparage arithmetic, nor to propose that pupils in our public schools should be taught less of it; but is it necessary or right to give so much time to it? Why should we insist upon trying to teach the pupil that which he is not qualified to learn? Might we not draw a useful lesson from European school systems in this matter? Why not devote some of the weary hours which children now spend upon their arithmetic to teaching them designing, needle-work, or something else which will be useful to them in their daily life? Some of the school exhibits of needle-work at the Exposition were very extensive, and all of them (from nearly every nation represented, except the United States) highly creditable. The little girl who leaves school with a dexterous skill in the use of the needle has no small advantage over one who has received no such instruction.

The limits of this report will not permit us to dwell further upon this subject, except to say that the fact that the vast majority of the pupils in our public schools are surely destined to gain a livelihood by some manual employment should not be so utterly ignored as it has been in our elementary education. Of industrial drawing further mention will be made in another part of this report. But aside from the question of industrial and technical training, it should be observed that many subjects relating to elementary science and natural history can readily be so simplified as to be most interesting and attractive as well as useful to the child. The same is true of history, and emphatically true of the modern languages. There is not the slightest doubt that a child of ten can learn French or German with one-half the

study that will be necessary ten years later in his life. Perhaps these languages cannot be taught in primary and grammar schools as now organized, but there is no difficulty in teaching the elements and practical applications of many of the sciences to very young children, and there is very little doubt that studies of this kind might be advantageously substituted for much that is called "practical" arithmetic, for it is probable that all of the subject of arithmetic that is ordinarily taught in school could readily be learned by an average scholar in one year, if taken at the most favorable age. Instead, then, of sneering at children's text-books on familiar science, as is too often done, we ought to encourage the production of such books, and endeavor to introduce them in the early years of the pupil's school life. Nor should it be overlooked that the eager curiosity of the child, which will so greatly aid his teacher, is powerfully evoked by the elementary facts of natural science.

To return, then, to the question, what is the object of education? we answer, that, so far as light was thrown upon it by comparison of the educational exhibits at Paris, the grand and paramount aim should be to awaken and quicken the intellectual powers, not to teach the "bread and butter sciences;" but that, on the other hand, utility is too often ignored in this country, and the laws of psychology and mental development entirely overlooked. Not only the pecuniary value of education, but also the culture it affords are greatly enhanced by duly considering the pupil's stage of mental development.—*Report to the Legislature of N. Y. on the Educational Exhibit at the Paris Exposition, by* JOHN E. BRADLEY.

ENTHUSIASM IN THE CLASS.

The teacher stood by the blackboard, with chalk in his hand. After casting his eye over the class to see that all was ready, he struck at the middle of the board; with a rapidity of hand which my eye could hardly follow, he made a series of those short diverging lines, or shadings, employed by map engravers to represent a chain of mountains. He had scarcely turned an angle or shot off a spur, when the scholars began to cry out: "Carpathian Mountains, Hungary;" "Black Forest Mountains, Würtemberg;" "Giants' Mountains," "Riesen Gebirge," "Silicia;" "Metalic Mountains," "Erz Gebirge;" "Pine Mountains," "Fichtel Gebirge;" "Central Mountains," "Mitel Gebirge," "Bohemia," etc. In less than half a minute, the ridge of that grand eleva-

tion, which separates the waters that flow northwest into the German ocean from those that flow north into the Baltic, and southeast into the Black Sea, was presented to view, executed almost as beautifully as an engraving. A dozen crinkling strokes, made in the twinkling of an eye, represented the head-waters of the great rivers which flow in different directions from that mountainous range; while the children, almost as eager and excited as though they had actually seen the torrents dashing down the mountain sides, cried out: "Danube," "Elbe," "Vistula," "Oder," etc. The next moment I heard a succession of small strokes or taps, so rapid as to be almost indistinguishable; and hardly had my eye time to discern a large number of dots made along the margin of the rivers, when the shouts of "Lutz," "Vienna," "Prague," "Dresden," "Berlin," etc., struck my ear. At this point in the exercise, the spot which had been occupied on the blackboard was nearly a circle, of which the starting point was the center; but now a few additional strokes round the circumference of the incipient continent extended the mountain ranges outward towards the plains, the children calling out the names of the countries in which they respectively lay. With a few more flourishes, the rivers flowed onward towards their respective terminations, and, by another succession of dots, new cities sprang up along their banks. By this time the children had become as much excited as though they had been present at a world-making. They rose in their seats, they flung out both hands, their eyes kindled, and their voices became vociferous, as they cried out the names of the different places which, under the magic of the teacher's crayon, rose to view. Within ten minutes from the commencement of the lesson, there stood upon the blackboard a beautiful map of Germany, with its mountains, principal rivers and cities, the coast of the German ocean, of the Baltic and Black seas, and all so accurately proportioned that I think only slight errors would have been found had it been subjected to the test of a scale of miles.—*Horace Mann.*

KNOW THE MEANING OF WORDS.—It should be remembered that the success of the student in any department of intellectual labor must, of necessity, depend largely upon the clearness and accuracy of his comprehension of the meaning of the language employed, to express the truths and principles underlying the subject under consideration, by the thorough mastery of which mental growth and strength are promoted and erudition secured. Important, then, is it,

that from the outset of his educational career the student should appreciate the necessity of the complete mastery of the language used. By this I mean that the student should not only be able to spell accurately and write correctly, but also to understand *every word* that occurs in the text-book, or is in any way employed to illustrate or explain the subject under consideration; and that, too, from the primer to logic, from the First Arithmetic to Calculus.

I am convinced, after much observation, that the great defect in primary instruction especially, in the most of our schools, is the permitting children, term after term, to read page after page, to pass from branch to branch of study, with little or no understanding of many of the words employed; and the misfortune is the greater that the words least understood are usually those whose meaning furnishes a key to a knowledge of the subject.—*Pacific School Journal.*

REFORMED ARITHMETIC.

To restore arithmetic to its former simplicity, and to render its study easy and agreeable —

(1.) Omit from our books on this subject, or remand them to an appendix, most or all of the following titles, which are little used in the *actual* business of life: — The English mode of numeration; most contracted methods; greatest common divisor; true remainder; different scales of notation; proof by casting out the nines and the elevens; continued fractions; periodical or circulating decimals; compound and conjoined proportion; compound interest; annuities; modes of computing interest in other states and nations; life and marine insurance; general average; stock jobbing; arbitration of exchange; alligation; permutations and combination; duodecimals; methods of analysis by position, and all those parts which treat merely of curious properties of numbers. But care should be taken to "retain and increase those parts which furnish commercial expedients, or are essential to a thorough preparation for the actual business of life." Says Prof. DeGraff: "As the majority of pupils leave school at the average age of twelve years, they should be drilled on the subjects which they will be obliged to use through life. They should be taught to solve problems they will meet in *real* life."

(2.) "Apply the formulas of mental arithmetic to the solution of questions in written arithmetic." — Felter's Arithmetic. "There

should be no difference between the analysis of a problem in mental and written arithmetic."— DeGraff.

(3.) All mere *rote* teaching and learning should at once be abandoned. Long ago said Montaigne: "To know by rote is no knowledge."

(4.) Mere *rule* teaching should also be abandoned. Said Locke, two hundred years ago: "Nobody has made anything by hearing of rules, or laying them up in his memory. *Practice* must settle the habit of doing, without reflecting on the rule." Said Diesterweg, the great German educator: "In arithmetic, prescribed rules and formulas are to be entirely annihilated. No operation not understood in its reason should be performed or learned." Warren Colburn taught how many problems may be solved without having "learnt the rules." Said Horace Mann, who visited the German schools some years ago: "It struck me that the main difference between their mode of teaching arithmetic and ours consists in their beginning earlier, continuing practice in the elements much longer, and in requiring a more thorough analysis of all questions. There were no abstract rules or unintelligible forms of words given out to be committed to memory." —*School Bulletin.*

THE ENGLISH LANGUAGE.

The English language derives its name from the Angles (and the Saxons — Anglo Saxons), who took possession of the British Isles early in the sixth century — a people who have largely moulded the destiny and the character of the English people, and who, in fact, have largely influenced the languages and destinies of other nations.

This language has been characterized by simplicity, directness and agreeable energy of expression. It has been modified and enriched by the euphony and classical culture of the Norman-French, who joined the Anglo-Saxons five hundred years later; and thus has become a superior composite language. And since the art of printing has been brought so extensively into use, it has been cultivated and enriched by the addition of expressive words from other languages, and so reduced to systematic uniformity that it is now the language of a people whose influence is more potent and whose language is a more extensive medium than that of any other people on the globe. The language is clear, pointed, expressive, and at the same time sufficiently melodious, and conveys to the mind more information than any other

language in the same space — partly because it is a language of truth. Its letters, derived as they are from the old Latin tongue, are more plain and simple than the differing letters of other languages. And its utterances are more transparent and significant than those of other languages. In this respect compare the two hundred languages in which the American Bible Society has printed the Holy Scriptures, either wholly or in portions.

For these reasons it is becoming the medium of diplomacy and of intercourse between the different countries all over the earth. How often, for these reasons as well as for other reasons, has General Grant, our late President, in his journeyings to the capitals of nearly all the governments of the earth, been addressed in public and in private in his own English tongue! Even the Imperial Prince of the little kingdom of Siam freely conversed with him and his wife in English. In the late Berlin congress the same language was employed to a considerable extent.

The empire of Japan is earnestly introducing the improved system of education. Not long since the Japanese minister of education, Mr. Tanaka Fujimaro, visited this country with a view to studying our systems of education. In his third annual report, written in English, he states that "there are ninety-six schools in which the English language is spoken, four in which the French, and two in which the German is spoken — this being an increase of fifteen schools in which English is used; and a decrease of five using French and five using German." The Chinese, too, are paying much attention to the study and use of the English language; they are an ancient, and peculiar, and self-conscious people; and yet they are so modifying their exclusive notions that they teach the English language extensively in their schools at home, and send representatives abroad to this country at the expense of their government, to acquire a mastery of our language. The same is largely true of many other nations.

The Holy Bible is printed and read in the English language much more than in any other tongue. Indeed, Christian civilization is the overruling force in the world's history; and hence the cultivated dialect of the English speaking people is constantly widening its scope among the nations; and men are looking forward to a time when the strength, the stability and vitality of perhaps one language, and that the English, shall prevail all over the earth. — R. O. PAGE, in *N. Y. School Journal.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

POWERS OF DISTRICTS.

Q. Can a district provide for a school for a year and a half in advance.

A. Provision is to be made only for the "ensuing year." Any vote for time beyond that is but an expression of opinion, and has no legal force.

Q. Can a district vote a loan, under section 475, in any other way than by ballot?

A. No. The vote must be taken by ballot, and the proper notice given to at least three-fourths of the voters (section 427), or the transaction is not legal.

Q. Can a district raise money to re-imburse the clerk for attorney's fees paid in contesting his right to the office?

A. There is no provision of law for doing it.

Q. Can a district vote to have the school part of the time in a private building, and to repair the same?

A. It is conceivable that it might be just to allow such an arrangement, temporarily, but it should be by common consent. The repairs should be made by the persons directly benefited.

Q. If a district wishes to hold its annual meeting in August, need it continue to vote to do so every year?

A. No; the change once being lawfully made, continues in force until the vote is rescinded.

Q. Can the district authorize those liable to a dog tax to pay it in wood?

A. The tax is to be paid to the town treasurer, and by him paid over to the appropriate district treasurer, in money.

ELECTION OF DISTRICT OFFICERS.

Q. Is it necessary to have an informal ballot in an election of district officers?

A. The law does not provide that the election shall be by ballot, and knows nothing about an informal ballot; but election by ballot is the better way, and if the district chooses to go through the formality of an informal ballot, it may do so.

Q. If an officer is elected on a first ballot, has the chairman power to order a second ballot in case a vote to make the first choice unanimous does not prevail?

A. He has no such power. Unanimity, however desirable, is not necessary to a choice. If a person is once elected, he is elected, and neither the chairman nor the meeting can legally do anything more to change the result.

Q. Are females over 21 years of age entitled to vote in annual school meetings for district officers?

A. They may be elected to district offices, but are not entitled to vote.

Q. Three ladies voted in our district for director, does that render the election illegal?

A. Not if the person elected had a majority of the votes without counting those of the ladies.

THE BOARD — BOARD MEETINGS.

Q. We need the upper room of the school house for another department, can the board go on and finish it off without the action of the district?

A. The board is to furnish school room "out of the funds provided for that purpose" (sec. 434); if there are no funds to finish with, have a special meeting called to raise them.

Q. If all the board verbally agree to meet, is a meeting so held legal?

A. The law providing for accidental or informal meetings, once in force, was expunged in the revision of the statutes. No meeting, not called and held as the law provides, can be considered legal.

Q. Must the board organize and do business by putting questions to vote?

A. That is the proper way. The clerk is clerk of the board, by law. It is proper for the director to act as chairman. Acts done by the board must be "*voted* at a meeting of the board."

REPORTS.

Q. Am I obliged, as town clerk, to receive reports from district clerks not sworn to?

A. It is the duty of the district clerk to verify his report by oath or affirmation. You may reasonably require this when he presents his report, if not already done. You are to see that these reports "are made correctly and in due form."

THE TREASURER.

Q. The old treasurer refuses to pay over to me, as his successor, the money in his hands, am I to bring suit or is the director to do it?

A. The director is to bring suit, under section 442, for any breach of the treasurer's bond. He is also penally liable.

Q. Our treasurer absconded with the district money; he has sent a deed of some land to his bondsman, who offered to transfer it to the district; can the district accept it and release him?

A. No. A school district cannot deal in real estate. Let the bondsman sell the land or borrow money on it, if necessary, to discharge his liability.

Q. If a treasurer pays an order not countersigned, can he be compelled to pay back the money?

A. Not if the money is shown to have been due; nevertheless, he violates the law by paying orders not countersigned.

THE COMPULSORY LAW.

Q. Can a district raise money to defray the expense of prosecutions under the compulsory law?

A. No. The district as such has nothing to do with the enforcement of this law.

Q. If not, where is the money to come from?

A. If a fine is imposed for a violation of the law, the costs will be added; if the prosecution was malicious, the complainant will have to pay them.

CERTIFICATES — EXAMINATIONS — APPEALS.

Q. Should a certificate be given to a person who is known to fail in every school, from physical weakness?

A. Known serious physical disability, for instance, partial blindness or deafness, or anything else that really unfits a person to conduct a school, amounts to such lack of "ability to teach" as justifies withholding a certificate. The examiner can exercise his discretion as to granting a certificate for a particular district, which desires the services of a certain person though not possessed of full physical ability. As a rule, a teacher, like a soldier, must be able-bodied.

Q. Can a superintendent lawfully "renew" a certificate without any examination whatever?

A. The law does not contemplate or provide for such renewals. The better way is always to require some examination. Whenever a certificate is given it is supposed that it will set forth that the holder has

been examined, and several reasons may be given why there should always be a re-examination, although not necessarily a protracted one.

Q. If a teacher appeals from a refusal to grant a certificate, is he entitled to payment for teaching while the appeal is pending, in case the appeal is sustained?

A. This would be equitable, and would be provided for in the decision; but it is at his own risk that he teaches, under such circumstances.

Q. If the names of the towns forming the several inspection districts in a county are omitted in the notices of examinations, will the examinations be invalid?

A. The examinations will be valid, for all who attend them, and the certificates given good. If it is thought any failed to attend, on account of incomplete notice, a supplementary examination might be advertised. Where several things are required to be done, the omission of some one of them does not necessarily vitiate the whole, unless the thing omitted is made essential to the validity of the rest.

MISCELLANEOUS.

Q. The vote to change our school-house site, a year ago, was set aside, on appeal to the State Superintendent; now it is proposed to make the same change, while the facts are substantially the same as before. What remedy have we — must we appeal again?

A. An injunction against the change could, perhaps, be obtained. If this is not done, and the change is voted, another appeal may be taken, showing that the state of things remains essentially unchanged.

Q. Am I compelled to teach pupils from other districts, when I contracted only to teach the school in this district?

A. The school in any district may legally embrace pupils from other districts, and you must teach all legally admitted to the school.

Q. If the outgoing clerk refuses to give up the books and papers, is the director to commence suit against him?

A. No, the newly elected clerk is to demand them, and may make complaint, if they are withheld, as provided in chapter 43 of the revised statutes.

Q. Does the state employ any agents to sell Nicodemus & Conover's map of the state, and pay a commission — and is the supply limited?

A. The number bought was 700; no agency is employed to sell them but that of the office of the state superintendent, and no commission is paid. The price is $4.00, in advance.

A SPECIAL PAGE FOR TEACHERS.

1. Remember that in teaching, as in any other business, you must have a good deal of capital invested to obtain large proceeds.

2. Remember that your capital is your health, your education, your library, your determination to brighten and improve yourself, and *your power to teach others.*

3. Remember that every good man seeks to enlarge his business every year by investing more capital.

4. Remember that good business men watch the market; they mark what others are doing, note how they do it, and take papers and journals that give them specific information. You will be very short sighted if you do not imitate their example.

5. Business men often meet and consult. They have exchanges, boards of trade, hold fairs, etc. Teachers who do not pursue a similar line of conduct have themselves to blame when they fail.

6. Remember that your work is a business in many respects, and must be conducted on business principles; that it does not consist in keeping your pupils still and getting replies to questions, many of which you could not answer yourself.

7. Remember that there are *principles* in teaching; you must learn and apply these if you would be successful. Business men do this.

8. Remember that your work, if done aright, will make you a complete man or woman; it will, like any business, give you a better judgment, more information, and a wider range of thought.

9. Remember that you ought to be more interested in it every day, as every business man is in his business.—*New York School Journal.*

THE true value of a teacher is determined, not by what he knows, nor by his ability to impart what he knows, but by his ability to stimulate in others a desire to know.

THE teacher whose mind shall not become a desert must drink daily from the fountain of his calling. Forty eager pupils cannot quench their thirst for knowledge by looking at an empty vessel.

COURTESY of manner is one of the greatest essentials to a teacher, or any one who aims at success in guiding children on the road to knowledge. Not that they should go through all the formulæ that Chesterfield lays down as essential to intercourse between ladies and gentlemen, but they must show a studied kindness for their welfare, and a regard for their feelings.

HISTORICAL DEPARTMENT.

INTRODUCTORY.

His last year's experience with the subject of U. S. History in the institutes, has opened the eyes of the writer hereof to an unpleasant fact.

The teachers of Wisconsin, with rare exceptions, do not read nor greatly interest themselves in the history of the present. They know something of Jackson's administration and more of Washington's, but nothing at all of Grant's or Hayes'. Events of a hundred years ago are more familiar to them than those of the past ten or fifteen prolific years. The *ancient* history of our country, and of the world, is better attended to than the *modern* or *recent*.

Whatever may be the cause of this state of affairs, the fact itself is lamentable. It indicates such a state of immaturity and mental childhood on the part of those who assume to teach, or such a degree of dead indifference as to the world's on-goings, as ought in either case startle those who come in contact with it.

With the consciousness of this weighing upon his mind, the undersigned conceived the idea of serving the educational interests of the State through a monthly chapter or lesson in current history.

In an evil hour — as it may prove — the plan was proposed to the editors of the *Journal*, who were found hospitable to the idea; and so the experiment is to be made. Later and cooler reflection on the project has induced in the projector a spirit of repentance; but, like many another case of repentance, it comes too late.

Owing to a slight misapprehension as to the amount of time available, the matter for this number has been prepared very hastily, and is somewhat wanting in variety as well. In future numbers it may, perhaps, be found advisable to devote a portion of our space to notes and queries on some of the most fruitful points in the history of the past; though the main feature must be the summarizing of such events in the record of each month as are likely to become in any degree historical. The editor, or *conductor*, of this department, will be glad to receive suggestions by way of assistance or criticism from any who may be willing to write him for that purpose. Meanwhile he begs of his readers that they withhold judgment upon this department for at least another month.

Whitewater, Wis. A. S.

AT HOME.

Perhaps the leading event of the past month, is our annual Indian war. To the Modoc war, the Sioux war, the Nez Perce's war, and the other lesser ones of the past few years, we may now add the *Ute war*.

The Utes, or Utahs, a branch of the Shoshone family, occupy a large reservation in southwestern Colorado. They are said to number, in all, about 15,000 souls. One band of these, known as the White River Utes, having given occa-

sion for alarm, on Sept. 21 Major Thornburgh set out for their agency from Rawlin's Station, on the Pacific R. R., with 180 soldiers. In the last 20 miles of the journey through the mountains and canyons, they were ambuscaded and driven back with a loss of 12 killed and 25 wounded, Maj. Thornburgh being among slain. The surviving troops, under Capt. Payne, were surrounded by the Indians and kept in a state of siege until reinforced by some colored troops under Capt. Dodge, Oct. 2d, and later by Col. Merritt's cavalry. After some opposition by the hostile Utes, Col. Merritt moved forward to the agency, Oct. 11th, where he found the bodies of ten men, among them that of the agent, Meeker. The women and children are held as captives. The other bands, known as the Southern Utes, still remain friendly under the influence of Ouray, the head chief of all the Utes. Un-Ca is the chief of the White River Utes. At this writing, military movements have been suspended to await the result of negotiations with the Indians. Of the causes of this and other Indian troubles, we may find room to speak next month.

ABROAD.

England having brought her war of conquest against the Zulus to an apparent close, finds new matter for attention in a re-opening of the Afghan war. The new Ameer, Yakoob Khan, placed upon the throne as a result of the previous invasion, seems unable to maintain his authority in a manner satisfactory to the English. Various out-breaks of hostility have caused the English commander, Gen. Roberts, to advance upon and capture the capital city, Cabul. With her greed of territory and fear of Russia, Britannia appears to be having a somewhat uncomfortable time of it.

The Zulu war seems to be over; but, teachers, *where is* Zulu Land? And where is Cabul? Look them up on the map, before you forget it.

CORRESPONDENCE.

PRINCIPAL MERIDIANS, ETC.

Will you please answer the following questions:

1. Where is the First Principal Meridian? How and why was that taken as the starting point? Are the meridians at equal distances from each other?
2. What is the length and width of a "range?"
3. How are school districts numbered? O. W. J.

ANSWERS. — The first principal meridian starts from the mouth of the Great Miami river, in Ohio. It was selected probably on the principle of general convenience, in commencing the survey of public lands in the Northwestern Territory. The second principal meridian runs through the center of Indiana; the third from the mouth of the Ohio through the center of Illinois; the fourth from the mouth of the Illinois river, through the west part of Illinois, and in Wisconsin, considerably west of the center. The fifth meridian runs

north from the mouth of the Arkansas river, near Napoleon. These meridians are not at equal distances from each other. They appear to have been selected with reference to convenience. Michigan has a meridian of its own.

A "range" is a row of townships running north and south, and each range is designated by number, and as east and west of some principal meridian. In Wisconsin, the first row or range of towns west of the fourth principal meridian embraces 47, extending from the Illinois line to Lake Superior—a distance of 262 miles.

The first school district organized in a new town is naturally number one, and so on. School districts are not numbered therefore, in any regular geographical order, like the thirty-six sections of land in a township.

A correspondent in Grant county says:

DEAR JOURNAL,—I thank you for publishing Prof. Chittenden's paper on School Hygiene. I read it this morning, and to-day acted on one of its suggestions—shading the windows in front of the pupils and admitting the light from the rear. There are many other hints in it equally necessary and easily carried out. I shall bring the article up for discussion in our next teachers' meeting, and hope much attention may be directed to it.

I hope O. S. Westcott is taking a temporary rest, only, from his Entomological labors. I have found his papers interesting, instructive and practical. Scribner's Monthly for July and August gives delightful sketches on the same subject.

I read carefully, more than once, R. A. Green's letter, observing especially the work on primary arithmetic. As the experience of others is asked, I will give mine. I have tried R. A. Green's plan, but have found, as I think, a more excellent way. I dissent from the statement, "the first thing is writing numbers." Before learning to recognize or to make figures (not numbers) the child should learn to count up to 9, using objects always to count. The teacher will prepare some convenient counters. I would suggest grains of corn, circular disks of pasteboard, bright-colored if possible, bright-colored splints cut in suitable lengths. Some of these will be serviceable in teaching tens, hundreds, etc., to the older pupils. After each child can count to 9, and can also select quickly and correctly any given number not greater than 9, he is ready to commence some simple work in addition. Let each select five objects; then ask him to place them in two piles; some skillful questioning will lead him to tell you "2 sticks and 3 sticks are 5 sticks;" after this is thoroughly learned by all, let them take up the sticks and arrange them in two new piles; they will soon tell you "1 stick and 4 sticks are 5 sticks." Let them thus do all possible work in addition, never using more than 9 objects; the teacher will occasionally place the objects for them, requiring them to find the amount. After this they will work in multiplication, deriving it always from addition; also in subtraction and in division. This work will take months, and after it is completed they may learn the figures to 9; learning, also, to put on slates small problems similar to those made with objects.

I have tried to make the plan of work clear, and hope it may benefit others. I hope, also, that others will present their methods in this branch and in others.

"M."

We have a word from that veteran conductor of institutes Prof. Graham:

OSHKOSH, Oct. 18, 1879.

HON. W. C. WHITFORD:—I have held five institutes; four for two weeks each, and one of one week. The enrollment has reached 506, for the total number.

The work emphasized has been (1) Course of Study; (2) Reading, especially primary; (3) Arithmetic, especially primary; (4) Meaning of words, through Word Analysis; (5) School Organization, with especial request for school records of *Advancement of Pupils*, as well as Attendance and Deportment.

The spirit of the teachers has been excellent, displaying an earnestness hitherto unequaled in an experience of ten years.

Probably no other medium is so thoroughly co-operating with the Normal and University work as the Institute. It has drawn into active sympathy a large corps of workers from the High Schools as well as from the Normal Schools, thus placing them in a condition to thoroughly study the common school problem and know its demands. With a close supervision of this work it must operate as a powerful dynamic for good to this commonwealth.

Yours very truly,

ROBERT GRAHAM.

A correspondent in Dunn Co., having sent us a small triangular stone, chipped from flint, asking its use, we submitted it to an expert who writes thus:

It is an arrow-head, of the triangular variety. A small portion of the point is broken off. While this particular form is not very common it is not *rare*. I have several in my collection as small or smaller still. The triangular arrow-points are more generally in form of an isosceles rather than an equilateral triangle. The *drills* are longer and are less frequently found.

Very truly yours,

MILTON, *October* 22. W. P. CLARKE.

THE NEW COUNTIES.

A teacher asks the following questions, which gives rise to the suspicion that many teachers are not well "up" in recent local geography any more than in recent or current history, as remarked by Prof. Salisbury, in the new "Historical Department:"

"What are the new counties formed last winter, and where are they? Our Principal thinks there are four or five."

ANSWER.—Three new counties were formed, as follows:

1st. PRICE county, named after Senator Price, of Black River Falls. It lies between Chippewa county on the west and Lincoln on the east, being rectangular in form, and taking 21 townships from Chippewa, and 14 from Lincoln. It is bounded on the south by Taylor county, and on the north by Ashland and Lincoln counties. The county seat is Phillips, on the Wisconsin Central R. R., which passes centrally through the county. The county superintendent is J. D. Wyatt, of Phillips.

2d. NEW county, was formed of territory taken from the west side of Oconto

county, embarcing about 44 townships, and having a breadth of 4 townships and a length of about 11. It is bounded north by the State of Michigan, east by Oconto county, south by Shawano county, and west by Lincoln. It is not yet organized, but is attached to Shawano at present, for county purposes. In the erection of this county four townships were first taken from the south part of the territory and given to Shawano, while Shawano gave six townships, in her northeastern portion, to Oconto county.

3d. MARINETTE county was formed from territory on the west side of Oconto, embracing about the same area as New county, but quite irregular in outline. It is bounded north by Michigan, east by Michigan and Green Bay, south and west by Oconto county. The county seat is Peshtigo, and the county superintendent is L. W. Winslow, of Peshtigo, previously superintendent of Oconto county.

The formation of New and Marinette counties, leaves Oconto county compressed between them, straggling up to the Michigan line with a length of nearly one hundred miles, and an average breadth of eighteen miles. The future settlement of the northern part of these three counties will doubtless be followed by the formation of new ones.

The information given in these answers has mostly appeared in the JOURNAL before, but it seems that it will bear repetition.

As a means of memorizing to some extent the Geography of Wisconsin, so far as the counties are concerned, we have found the following plan useful, which places them in tiers:

Begin with Kenosna and Racine, and go across to Grant; turning with Grant, go back to Milwaukee; pass west again from Ozaukee to Crawford and Vernon; pass east from LaCrosse (taking Marquette and Waushara, Green Lake and Winnebago, Fond du Lac and Calumet, Sheboygan and Manitowoc, in pairs); pass west again from Kewaunee to Pierce; then east from St. Croix through Dunn, Eau Claire, Clark, Marathon, Shawano, and Oconto, to Door; then take, in a westward course, Marinette, and after crossing the "pan handle" of Oconto, New, Lincoln, Taylor and Price, in a pair, Chippewa, Barron and Polk; there are then left Burnett, Ashland, Bayfield and Douglass. Repeat this exercise on a map of Wisconsin frequently, and the names and order of the counties will become familiar. Reverse it also; follow up Lake Michigan and the Mississippi, etc.

See a notice under the editorial head, as to a map of the state.

EDITORIAL.

MANY subscriptions to the JOURNAL run current with the year and volume. It of course happens that some wish to discontinue, at the end of a year. Will those who intend to do so at the end of 1879 please inform us to that effect, on or before the receipt of the December number, and not wait till after the receipt of one or two numbers not paid for? This request applies equally to all subscribers, who at any time wish to discontinue.

It would be supposed that a person in asking to have the address of a periodical changed, would be thoughtful enough to state the *old* address as well as the new one. But many do not, and thus oblige the publisher, if he does not happen to remember it, to write and ask.

It is also a piece of thoughtlessness to leave a place and allow periodicals to accumulate in the post-office, giving no notice to the post-master or publisher of any intention of discontinuance. Very often the post-master pays no attention to the matter for some weeks or months, and then throws the numbers into the waste basket.

When a person subscribes for a periodical, unless there is some distinct understanding to the contrary, the publisher takes it for granted that its continuance is desired until notice is given to discontinue and arrearages are paid. The law sustains this construction.

Attention to these matters will make the relations of subscriber and publisher more pleasant than they sometimes are.

By an Arrangement with the Land Office, the copies of Nicodemus & Conover's Map of Wisconsin, purchased by the State last Winter, will be corrected to date, and made to show the new counties formed at the last session of the legislature, and any that may be formed at the approaching session.

See advertisement on another page.

Arrangements are being perfected by the Executive Committee of the county and city superintendents, to prepare an interesting programme for the annual convention of these officers at Madison, in the last week in December. This convention will doubtless be held on two afternoons of that week, in connection with the holiday session of the State Teachers' Association.

We learn from Prof. W. H. Beach, the President of the State Teachers' Association, that arrangements are in progress for this body to hold during the holidays, a joint session, a portion of the time, with the Academy of Arts and Sciences, whose annual meeting occurs the same week at Madison. Opportunity will be given for the conventions of the county and city superintendents, and of the principals of high schools, to be held in the afternoons on Tuesday and Wednesday of the session. Pres. W. D. Parker has already secured the usual deduction of fare on the railroads, for the members of the Association attending the meetings. A large representation of the teachers and school officers is expected. The programme of exercises will undoubtedly be of a superior character.

The Committee appointed at the last convention of the principals of the high schools in the State, are now completing their arrangements for an interesting session at Madison during the holidays. The December number of the Journal of Education will announce definitely the programme of their exercises.

THE ASSEMBLY HALL and the Library Building of the State University are approaching completion. These edifices furnish accommodations long needed by the institution, and they are in materials and style worthy of the state which furnishes them. For several years, the faculty of the University have not been able, for the want of a room of suitable size, to meet all the students in a single gathering, and give them instruction by the way of public addresses. Neither has there been any convenient place for the literary societies of the institution to hold their open sessions in any of its buildings. The library room is commodious and elegant.

The University has enrolled this fall the largest number of students ever in attendance any one term. Additions will be made to this number — now nearly 500 — at the beginning of the winter term. Every indication points to a most prosperous year in all departments of the institution.

PROF. SALISBURY'S work on Phonology and Orthœpy has been already noticed in the JOURNAL OF EDUCATION. In accordance with his purpose, he has produced a small book, and yet he has reached all the essential points under these subjects. The design of the work is to furnish a text-book for both teachers and pupils in our schools, who wish to understand the nature and the representation of the elementary sounds in the English language. Discussions on these subjects are scattered through treatises on Physiology, Acoustics, History of the English Language, and English Grammar. Most of our standard reading books for the public schools, furnish very meager, and often incorrect descriptions of the sounds composing our language. The dictionaries confine their treatment of these sounds almost wholly to their notation and combination in words. The great subjects lying at the foundation of speech, the nature of sound, and the structure and the operations of the bodily organs which produce vocalization and articulation, are not here touched.

The question arises whether these subjects are too difficult to be comprehended by the more advanced pupils in our schools. We think not. Apparently with the view of placing no great obstacles in the way of these pupils, Prof. Salisbury has given the barest elements on these points, and yet enough to furnish an intelligent view of the production of the sounds of the language.

The work is divided into the subjects, Vocal Physiology; Phonology; the Science of Articulate Sounds; Phonotypy, the art of representing speech-sounds to the eye by distinct symbols; and Orthœpy, the art of pronunciation.

We do not see how any part of the book could well be omitted. We commend most cordially the work, for its thorough and accurate treatment of the subject. It is the best treatise of the kind, we believe, ever furnished in our language for the pupils of our schools. The definitions are remarkably clear and correct. The main points in the discussions are well epitomized in tables.

This work supplies a need felt in the public schools of the State. Especially through the instruction given in our normal schools and teachers' institutes, the attention of the children in our schools has been called, in a prominent degree, to the principal points here discussed.

AN ITEM is going the rounds of some papers in the State to the effect that the Superintendent of Public Instruction appointed as the conductors of the recent series of institutes only graduates of Milton College. It is beyond all comprehension how an intelligent editor of any newspaper in the State could publish such nonsense. This State officer does not appoint institute conductors, though he acts as the chairman of a committee of the Normal School Board, which selects the conductors. The four regular conductors are appointed by the Board of Normal School Regents, and have held their positions for several years. Of the forty-two assistant conductors employed the last three months in the institutes, only *three* are graduates of Milton College; and these have taught in the institutes of the State for the past three years. Graduates of all the Normal Schools, of the State University, more of the private colleges, and some of high schools in Wisconsin, are embraced in the list of the assistant conductors for this year.

NEW PUBLICATIONS.

SHAKSPEARE'S MERCHANT OF VENICE.—By Rev. Henry Hudson, Professor of English Literature in the School of Oratory, Boston University. Boston: Ginn & Heath.

The same scholarly and penetrating criticism marks the edition of this production of the great bard as those heretofore noticed—Hamlet, and King Richard the II. A noteworthy feature in this issue is a prefatory article on "English in Schools." It is a quaint but forcible plea for more study of English, and for the value of literary culture to common people, as well as to those who follow scholastic pursuits—the "learned professions," and a most timely argument for the speedy substitution of something better in the place of the mass of our popular reading. "Most probably," says Mr. Hudson, "not less than seven-eighths of the books now read are simply a discipline of debasement." He dwells particularly upon the injury inflicted in this way upon the young, and urges that the only rational cure is to supply them with good reading, and to strive to implant a taste and a love for it in their minds.

EXERCISES IN LATIN PROSE COMPOSITION. By Elisha Jones, A. M., Ass't. Prof. of Latin in Michigan University; author of "Exercises in Greek Prose Composition," etc., Chicago: S. G. Griggs & Co. Price $1.25.

Without being pretentious, this manual seems to us to be thorough, complete and simple, as far as it goes. It sufficiently and clearly illustrates the constructions found in easier Latin prose, such as Caesar, and Cicero's orations, and prepares the pupil for more difficult study. It is designed that the book shall furnish adequate preparation in writing Latin for admission to any of our colleges. Moods and tenses are treated before attention is given to the case of nouns. This is an improvement. The general vocabulary is very full, and suitable exercises are furnished for review and examination. References are made to the leading grammars. This book has reached a 12th edition, and had been adopted in Phillips Academy, Mass., Exeter Academy, N. H., Hopkin's Grammar School, New Haven, Vassar College, etc.

SELECTIONS FROM THE GREEK LYRIC POETS. By Henry M. Tyler, Professor of Greek and Latin in Smith College, Northampton, Mass. Boston: Ginn & Heath.

This compilation will bring within reach of students who acquire a love for Greek literature many poetical gems not likely to be otherwise readily accessible, and thus serve to increase what is too rare, enthusiastic Greek scholarship. The book is enriched with a historical introduction, tracing the growth of Greek poetic art, and with appropriate notes, and is also most beautiful printed.

THE COMMERCIAL TRAVELER'S Pocket Railway Guides, published by Thos. F. Nelson, Chicago, are what every one wants who travels. We have before us the issue for October, for Wisconsin, and very full and convenient it is. It is published monthly, at 1.50 a year; single copies, twenty cents. Send to S. E. Corner of Dearborn & Randolph streets.

NOTES.

OF the 13,282 pupils in the Milwaukee schools 7,796 study German, of whom 865 are children of American parents and 6,282 of German parentage.

PROF. J. H. CHAMBERLIN, the former principal of the public school of Black River Falls, is now studying under the direction of Prof. W. D. Whitney, of Yale College.

PROF. MORRISON, formerly the principal of one of the public schools in New London, has been sent to the Insane Asylum at Oshkosh. He was found in Minnesota, wandering about in a state of insanity.

SUPT. WALKER, of Manitowoc county, writes of the institute held at his place in August: "It was by far the most successful we have had since I have been superintendent. Mr. Graham has been with us many times, and his work is more acceptable on each occasion of his visit."

ARTHUR HILLS, the young man killed in a recent railroad disaster at Milwaukee, was a most promising pupil in the High School at Evansville. The teachers and other pupils of the school attended his funeral in a body, at that place.

PROF. W. H. WILLIAMS, formerly a teacher in the high school of Fond du Lac, is now employed as an instructor in Latin at the State University. He is a graduate of this institution, and has acquired an excellent reputation as a teacher.

PROF. A. A. MILLER presents, in the *Waukesha Freeman*, a report of the Union School of that place for the first third of the fall term. He says that "tardiness is little, compared with that of four years ago." In the matter of attendance he suggests that improvement could be made.

THE enrollment of students in the Whitewater Normal School for the fall term, is as follows in the different departments: Normal, 208; Academic, 69: Intermediate, 42; Primary, 25; total, 344.

THE Marinette *Eagle* publishes the titles of a large number of books added, during a week in October, to the town library of that place. Since school district libraries are in the main failures in the State, the establishment of town libraries in our villages and cities should be encouraged.

THE *Waupaca Post* publishes the following in respect to the institute held at that place the middle of September:

"Prof. A. Salisbury has done excellent work in the institute during the last two weeks, and the teachers feel that they have been greatly benefitted under his manner of conducting it."

PROF. F. A. MARCH, of Lafayette College, Easton, Pa., invites every one interested in the history and etymology of language, to assist in the preparation of the immense historical dictionary of the English language now in preparation. The work is to embrace four volumes, each as large as Webster's quarto dictionary.

A SUBSCRIPTION of $250 was made last month in the directors' car on the Wisconsin Central Railroad, for the purpose of starting a public library in the village of Colby, in Clark county.

in the means for the general culture of the young people, many of the villages in the State are sadly wanting, and in nothing more than in good libraries.

THE REPUBLICAN Convention of Green county, held Sept. 27th, adopted the following resolution:

That we hereby extend to Prof. T. C. Richmond our gratitude and our thanks for his earnest and long continued efforts and his grand success in elevating the standard of education in this country.

"LITTLE JOHNNY CLEM, the Drummer Boy of Chickamauga," is now "Prof. John T. Clem, U. S. Army, Military Science," of the Galesville University, in Trempealeau county. It is a true case of "reward of merit." The great generals of the Mississippi Valley knew him well, and Gen. Grant looked out for him when the war was over.

THE BOARD OF EDUCATION at Washington has issued a valuable circular on "The Value or Common School Education to Common Labor." It is writen by Dr. Edward Jarvis, of Dorchester, Mass.; and its positions are enforced by well selected illustrations furnished by the employers of workmen in different portions of the country.

SOME of the teachers in the Western Superintendent district of Rock county have organized an association for the winter. They meet once in two weeks in the different towns. Among the topics discussed at the meeting October 25, are these: "Punishments," "Reports," and "Grading Common Schools." Success to the enterprise!

THE New York *Independent* has had new type cut for the purpose of carrying out the the publishers' idea of what reformed spelling should be. The Utica *Herald* and the New York *Home Journal* have adopted the orthography recommended in certain cases by the American Spelling Reform Association.

THE TRUSTEES of the Peabody Educational Fund held their annual meeting in New York the first week in October, when the total appropriations of the past year were reported as $74,860. The report of the General Agent, Dr. Sears, stated that the necessity for the federal government granting some aid to the Southern States in their efforts to educate the ignorant classes is greater now than ever before, as the evils that grow out of popular ignorance spread a blight over the whole country. With two million children still without the means of instruction, the danger of the situation is apparent. Some of the States stand most in need of normal schools.

A REPORT of the institute at Westfield, Marquette, county, says that Professors Jane and Burlew are exceedingly energetic conductors and command both respect and admiration in their labor. They are well up in the work and show a thorough knowledge of the ground now passing over, besides the immense reserve power now necessary in a successful educator.

THE *National Journal of Education*, in noticing the Annual Report of the public schools of this state last year, says that it "shows a falling off in the length of the school term." This was true only of the average time in which the schools in our incorporated cities were held. The average term in the country schools was materially lengthened last year.

SUPT. WALKER, who conducted the Institute at Sturgeon Bay, Door county, says: "The institute appeared to pass off well. Supt. Keogh did whatever he could to make the meeting a success. Thirty five names were registered, I believe. An open session was held here, like the one at Manitowoc. Essays, declamations, and a discussion of an educational question were presented by the members of the institute. It was very interesting, and was largely attended."

WE recently visited the public schools of Omro. The school buildings, three in number, are well located in the place, and furnish good accommodations for the teachers and pupils. We were well pleased with the instruction given by all the teachers to the very bright and active children and young people. Omro has been highly favored for the past dozen years with superior principals of schools. Prof. H. W. Rood, now in charge, is giving excellent satisfaction.

THE TEACHERS' INSTITUTE for Green Lake county, which was conducted by County Superintendent A. W. Millard, closed October 1st. This has been the largest and most successful institute ever held in the county. There were 106 teachers enrolled, and the attendance was good — a large number being present every day during the entire term of six weeks. Mr. Millard is deserving of a great credit for the manner in which he conducted so large a class without any assistance. The subjects were all presented in such a way as to awaken the liveliest interest, and the instruction and advice given were such as will prepare the teachers for better work in the future. As an evidence that the work of Superintendent Millard was appreciated on the part of the teachers, the class at the end of the term presented him with a book-case, costing $30.00.

The school closed with the best of feeling. Mr. Millard, in his closing remarks, urged them not to be satisfied with their present attainments, but to try and raise the standard of their qualifications.

SUPT. BAKER, of Pierce county, says:

The constant decrease in the number receiving certificates, during the last four years, notwithstanding the rapid increase of schools, tends to bring the supply nearly equal to the demand. Not more than 75 will receive certificates, at the most, of the 90 applicants. Several present at River Falls will not teach in the county, and many can teach but one-half the year. Hence the certificates granted will scarcely supply one half of the number required to teach the schools, viz., 121. The pruning process, by raising the standard and making the questions more severe, must now cease, or the supply of teachers will not meet the demand.

THE STATE SUPERINTENDENT OF PENNSYLVANIA, Hon. J. P. Wickersham, recently said: "The adoption of courses of study for ungraded schools, in many of our counties, has accomplished great good. We hope that the superintendents in the counties that have not yet acted in the matter, will bestir themselves at once, in order that no more time may be wasted. There is nothing like having in instruction, as well as in other things, a definite aim. A vast amount of effort is now thrown away in a kind of blind struggle to find out what ought to be done."

THE *Adams County Press* publishes the following:

Prof. Salisbury, assisted by Mr. Isham, Superintendent of Schools for Walworth county, will close a very successful teachers' institute at this place to-morrow noon. The institute opened with an attendance of fifty-two teachers, which was increased to over seventy the past week These institutes are doing incalculable good in training teachers to *think* for themselves, as well as in the best methods of instructing pupils. The last week has been highly interesting, and has drawn many spectators. Professor Salisbury and Mr. Isham will leave with the esteem and cordial good will of the teachers and all others who have been so highly gratified at the success of the institute.

THE INSTITUTE AT WAUTOMA last month, was noticed by the Waushara *Argus*, under the title of a Normal School, as follows: "The attendance up to the close has been about 125. As near as we can learn the school has been characterized by the good behavior of the students, and evident intention to make progress, and we believe has been one of the most profitable schools of the kind ever held in the county. Mr. Graham and Mr. Skahen have given valuable assistance; and Supt. Tobin and Mr. Baker have performed their duties well." The same paper further states that Prof. Graham gave a fine lecture one evening at the Congregational church of the place.

THE La Crosse *Democrat* of the third week of last month, contains a long article on the public schools of that place. The educational spirit of the people is graphically described; an insight into the work of the Board of Education and its officers is given; and the instruction furnished and the number of pupils in attendance upon each department of the five district schools and the high school, are carefully noticed. If similar articles were published on the condition of the schools of other cities in the State, they would aid the people very materially in understanding the work now performed for their children by our public school teachers and city superintendents.

THE *Pennsylvania School Journal*, edited by Hon. J. P. Wickersham, the superintendent of the public schools of that state, publishes the following in its October number:

"The State Normal School at Platteville, Wisconsin, is about to establish a regular kindergarten as an auxiliary in its work of training teachers. A suitable building for it is in process of erection. We are not sure that such a movement on the part of our normal schools generally would be wise; but we are sure that the philosophy and methods of of the kindergarten should form a part of the professional instruction at every normal school in the country, and so far as this philosophy and these methods are applicable to public primary schools they should form a part of the course in practical training. Several of our Pennsylvania normal schools have taken some steps forward in this matter. Will they continue to advance? Will the others follow their example?"

PROF. E. A. CHARLTON, the former President of the Platteville Normal School, and now editor of the *Independent*, at Brodhead, writes on recovering from a recent illness:

"The memory of past trouble is pleasant" says an ancient writer; and the recollection of those "days of weariness and nights of pain," when kind friends were round us to anticipate our wishes and mitigate our sufferings, is not wholly sad. Indeed, we think of the dear friends who watched over us during the still hours of night, we think of their kind words and gentle ministrations rather than the burning fever of the fitful dreams. And then the hours of convalescence! It is almost worth the while to be sick for the sake of getting well! How every day finds us stronger and stronger, how every hour brings some new delight! We are like children again, the world opens new and fresh to our eager gaze. And now we enjoy our food! We have once more the beautiful appetite of childhood. Nature seems anxious speedily to repair the loss we have suffered and ceaselessly demands nutriment. And then, "blessed be the man who invented sleep," we are prone to say. At least we are ready to "sleep the sleep of the just," unvexed by cares, undisturbed by dreams.

THE REPORT of the Commissioner of Education for 1877 has just been received. It shows the income for all the states and territories (Wyoming not included) to be $86,866,166. The expenditures (Wyoming included), $80,-233,458. The school population for 38 states and nine territories is fixed at 14,227,748. The annual expense per capita for public school pupils ranges from $1.39 in North Carolina to $35.76 in the Cherokee tribe, Indian Territory. The number of normal schools reported is 152, having 1,189 instructors, 37,072 pupils, and 3,763 graduates, of which number 1,874 are engaged in teaching. Ohio reports the greatest number of normal schools, namely, 14. The largest appropriation to a normal school was that of $95,000, made to the New York City Normal College by the city. The bequests made to educational institutions for the year were $3,000,000, of which institutions for the superior instruction of women received $163,976. The average of salaries paid to public school teachers in the district of Columbia for men was $96.17, for women, $71.21 per month, giving a higher mean than that reported for any other part of the country except Nevada.

NEARLY two years ago Governor Robinson, of New York, in a message to the legislature, made a foolish attack upon public high schools, and particularly upon the State Normal schools. Everybody knows how happy this made the enemies of public education everywhere. No notice seems to have been taken by the legislature of what the governor said about high schools, which were supported by local money. But the normal schools were receiving from the state treasury about $140,-000 annually, and in addition to this the city of New York was expending nearly $100,000 a year on her great normal college. Hence the legislature appointed a committee of nine to give a thorough examination and report to the next legislature whether these schools were successfully fulfilling the design of their creation, and whether any legislation was required. After considering the subject more than a year, the committee made a most intelligent report of forty-eight printed pages, which sustains the schools, and pronounces them a necessity. The report is really a fine argument in favor of normal education, as well as a testimony in favor of the New York normal schools. Thus, as is usual in such cases, Governor Robinson's attack only strengthened the schools attacked.

The Medico Legal Society of New York has issued a report on School Hygiene which has more than a local interest. Some time ago this society appointed a committee, consisting of well known physicians, to investigate the health questions connected with the public. The committee find that during the vacation months there is a marked decline in the death rate from scarlet fever, but as soon as the schools open the disease increases its ravages. The Chairman of the Health Committee of the Brooklyn Board of Education remarks that over 3,000 children disappear from the time of entering the lowest grade to that of promotion to the next, and assigns the loss to the unsanitary condition of the schools. In many of our own schools, more in the country than in the cities, the want of ventilation is plainly apparent to any one entering them from the fresh out-door atmosphere. The class-rooms are frequently crowded with children, many of whom, either in person or clothing, are not over cleanly; the windows are kept closed to prevent a draught, and a large stove, the exhalations from the children's persons, and the carbon from their breath quickly convert the air of the room into a most subtile poison, and it is no wonder that delicate children exposed to such an atmosphere day after day, die, and the teachers become delicate and have to resign or wearily drag on, incapable of giving their best energy to their work.

The question of ventilation is beset with difficulty, and to obtain absolutely pure air in a crowded room with our present architectural knowledge appears almost impossible. But the existence of these difficulties, instead of being a reason for culpable supineness on the part of school boards, ought to be an incentive to extra exertion.

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WISCONSIN

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AN EDUCATIONAL PROBLEM.

(Paper read before the State Teachers' Association, at La Crosse, July 9, 1879, by Supt. C. W. Robt.)

In comparing the progress made by the three classes of schools, we are at once impressed with the difference existing among them in regard to a stability or fixedness of purpose of each in his own sphere. Elementary schools were established in this country as soon as the van of civilization reached it. They have been fostered ever since, with a zeal and enthusiasm that demonstrates the fact that they are securely imbedded in the hearts of the people. Even amid discouragements in business and depression of industries, when economy in the administration of affairs is the leading question, there is no thought of curtailing their usefulness or of rendering their foundation less secure.

Likewise, all over the land Colleges and Universities are receiving endowments and State support to such an extent that their perpetuity and successful progress is assured.

Thus we see that the condition of elementary and higher education is generally satisfactory. There is, however, between these two great departments of education a wide separation. Secondary instruction, comprising one of our most important classes of schools, is in any other than a satisfactory condition. It has been the common battle-ground of the enemies and friends of the more advanced system of schools. Theories both sane and insane have been evolved; but, as might have been anticipated, there has been no relief, because no well settled plan of work has been agreed upon. The caldron has boiled

with whims and fancies to the present time. Criticisms unusual and ominous have been hurled at the High Schools of the country for three years and more; and while there is no special cause for alarm, it is well to stop and consider where we are and whither we are tending with High School instruction. It is the duty of every friend of education to promote the welfare of High Schools, and if possible place secondary instruction upon a more substantial and enduring foundation. Let us concede no more than the facts in the case compel us to, remembering, however, that the argument that admits nothing is no argument at all, and he who can see nothing good in any position except that taken by himself, is unworthy the name of adversary. Many of the criticisms made upon High Schools are unjust, and yet to ignore, with disdain, all that are made, would be simply educational suicide. We should not forget that the High School is established for the benefit of the masses who are taxed for its support, and hence its policy should be in accord with the needs of the community. Any other policy would be manifestly unjust, and ought not and will not be long tolerated by the public. No one can deny the right of the teacher to be heard upon educational policies, but no one class of persons can absorb all the educational excellence of the times, and it were far wiser to make some concessions than to continue an opposition that will ultimately abolish the High School. We are to a certain extent off the track with High School instruction. Recent dissatisfaction with High Schools does not come so much from an opposition to these schools as from an opposition to the manner in which they have been and are still conducted. Occupying as they do a middle ground, it is perhaps more natural for High Schools to reach out after the higher instruction and to slight the elementary. Perhaps, this is not in itself a bad tendency, but when we consider the work that has really been attempted by these schools, the complaints and murmurings are not, after all, so mysterious. We have High School courses burdened with a multiplicity of branches, more than can be handled in a satisfactory manner by the ordinary college; and under the delusive hope of imparting a "broad and liberal education," teachers have attempted so much that thorough and efficient work has been impossible; and it is a sad truth that too many High School pupils and graduates bear the impress of superficial training. By precept pupils are taught the idea of thoroughness in their work. By example it is dissipated; the full, rounded course is placed before them; they are permitted to taste, as it were, of each branch in its season

but they must think deep and long of nothing. The course must be completed in the time specified, and hence it is necessary to hasten on. Thus the pupil is lead through all the dizzy mazes of the modern High School course, and comes out at the end wise, perhaps, in his own conceit, but in fact a superficial creature. We should have no fellowship with the alarmist. No sudden outburst of public opinion should be allowed to abolish or even transform the High School. At the same time, a subject fraught with so much moment to the people, should be carefully considered, and if defects are found the remedy should be unsparingly applied. It has been quite clearly shown that this matter of High School education has been overdone and a reaction is now very evident. There is a demand for more practical instruction; and to ignore this demand means certain ruin to the High School. Nothing else can be expected, for when a public school ceases to meet the wants of the community supporting it, it must and ought to go down.

The High School should be made emphatically a popular school, a school where the children of the rich and the poor alike may obtain something more than the mere rudiments of learning, and that was the original idea. The High School has in some cases, it appears, assumed proportions collegiate, and you are laughed to scorn by the jealous managers if you intimate that those proportions are imaginary or even embryogenic. Here lurks our most serious danger, for if we assume in this work abnormal proportions, we must, like the frog in the fable, experience disastrous consequences.

The arrangement of the High School course has frequently been left to those who labor under the strange delusion that true dignity can come to the school only through the medium of the ancient languages; that these furnish the indispensable, if not the only, basis for disciplinary study; hence it is that these branches often appear prominently, while the English classics and other highly useful branches are rated as of secondary importance. The highest results have not been secured, and never will be, by this system. Pupils have squandered their most precious time upon ancient languages, when, if the same time and faithful effort had been given to the study of the English language and literature, they would have been benefited more in every way. We should by no means ignore disciplinary studies in our High Schools, but a far better course is to select those branches that will couple the largest amount of useful knowledge with discipline, rather than consume the time with discipline alone. This is too

expensive a process for the many who can never go beyond the High School. Admit all that is said of the richness and grandeur in the vernacular dialects of the ancient Greeks and Romans, and the fact still remains that the thoughts there embodied deal not with the living questions of to-day. They have marked no progress in the arts and sciences during these hundreds of years. It is, no doubt, pleasant to know just how Demosthenes or Plato gave utterance to their ideas, but this is by no means necessary in preparing young men and women for the responsibilities of the present age. A few years ago, when Horace Greeleey raised his mighty pen and voice in favor of a more practical education, he took occasion to mildly reprehend the practice of giving the ancient classics such pre-eminence in secondary schools. But how were his arguments met? He was told that inasmuch as he had never tasted the sweets of classic learning, he was not to sit in judgment upon so grave a question. That had he been warmed into life by classical parents and nourished with Greek roots and Latin idioms, he would, without doubt, think differently. Thus poor Horace Greley was treated with disdain — his arguments set at naught simply because he was not a classical scholar. This style of argument finds little favor to-day — thanks to a more progressive age — and how will gentlemen answer their classical brethren of New England, who now take the same ground formerly taken by Mr. Greeley and others, and who are striving to purge their schools of this same disorder? Even in the "Hub" of classical learning in this country the reaction seems more marked than elsewhere. Very recently a committee appointed by the association of classical and high school teachers of Boston report that "English language study is in an extremely unsatisfactory condition in their schools;" that "great improvement is possible;" that "Greek usurps the place which belongs to English studies;" that "a better knowledge of Greek history literature, and art may be obtained through the English than the Greek language." That "less costly means might be employed for the education of the few who must from necessity learn Greek." That "Greek makes an aristocracy of college work, and separates the high school from the college, placing the latter outside the pale of public occasion."

These are the sentiments of a new English classical committee, and they are all that the most enthusiastic and practical men can desire. They are in substance all that Horace Greeley or Dr. Stark ever said, but they are the sentiments of the masses to-day. The people have

t been fast to question the good intentions of the few who have shaped the policy and work of high schools. Only an occasional murmur was heard until recently, but there is no mistaking the feelings which now find expression throughout the land upon this subject; and when such a body as this New England committee express themselves so unqualifiedly, there must exist an abiding presentiment that reform is needed and must come.

We should not forget the earnest and vigorous labors of our own lamented Dr. Carpenter, of our State University, who, being thoroughly versed in the Greek language and literature as well as in the English, French, and Anglo-Saxon, was not to be silenced with the weapons used to put down Horace Greeley. It is a noteworthy fact that the deeper he plunged into the realms of language and literature, the more fully was he convinced that our system of education needed reforming, and when he said: "It is no credit to our scholarship that our own language has been so much neglected, while so much attention has been given to the study of the ancient languages," he forcibly expressed the sentiments of the most progressive teachers. The eminent Prof. Palmer, of Oxford, has now symptoms of reform; he would exclude Greek from secondary schools; (and Prof. Price, of Virginia, would reverse the system and make the scientific study of English the basis for the study of Greek;) and thus, like haven-lights in a storm, we occasionally find men who, with our brethren in New England, are asking for a more natural and useful work for our secondary schools.

But, other arguments failing, we are told that the ancient classics must be retained for the discipline they impart. Why is a monopoly of discipline so modestly given to the ancient classics? Dr. Carpenter was unable to find any good reasons for it. He said, "I see no reason why English, studied with the same care and thoroughness which are given to the ancient classics, may not afford equal mental discipline." The scholarly Dr. Stark asserts that "Latin and Greek are by no means necessary in the work of mental development," and "should be relegated to the position of pleasant accomplishments, or of professional helps for ministers, teachers, and specialists." Dr. Holland finds German and French equally as valuable as Latin and Greek as disciplinary studies. If space would permit, the list might be continued *ad libitum,* and of those eminently qualified to judge, showing this is by no means a one-sided question. Besides, it is the history of this instruction that the number of those in our high

schools who acquire such familiarity with it as to render it in any degree practical and useful, is indeed small.

If there is any shadow of truth in the assertion that high school training is detrimental to young persons, it must gain its force because of superficial work done.

Again, the theory of connecting high school instruction directly with college instruction, is perhaps all very good as a theory, but followed to its logical results it must needs work great injustice to the high schools as a whole. We admit it to be a comfortable arrangement for some to have a preparatory school at home; but we must recognize the fact that a very large percentage of those who are able to attend our high-schools are not able to go beyond them, and the very small percentage who do enter higher institutions are almost invariably the sons or daughters of wealthy parents who could easily afford to prepare their children for college elsewhere, hence it would be manifestly unjust to compel the eighty-five high schools of Wisconsin to so frame their work that they shall operate as mere feeders of colleges. Our high schools have a wider and more important work than this. Our first great duty is to prepare young people for good citizenship, to make them capable and efficient in the ordinary business affairs of life. More than this cannot be attempted by the high-school without seriously impairing its most legitimate function. There should be a good degree of thoroughness and completeness in every branch attempted, and the number should be limited to the most useful and necessary. If in pursuing this more general line of work we are able, incidentally, to prepare pupils for college, it may be done, but it cannot be made the chief aim without wronging the many for the benefit of the few. With the exception of Greek the work done by a majority of our high-schools is nearly identical with the requirements for entering our State University and most of our colleges. We do not ask the University and colleges to drop Greek. We simply ask the privilege for ourselves. And so far as our University is concerned, it is confidently believed that its own interests would be enhanced by not making a knowledge of this branch a condition of entering any of its classes. Besides, we may doubt whether this home preparation in Greek is in all respects satisfactory to the University; and it is no great matter of wonderment that the University, with its Professors who make a specialty of the branches they teach, is able to do more satisfactory preparatory work. We do not deny that the the University would prosper more with the preparatory department

eliminated; but if its abolition means the transfer of its work, as it now stands, to the high schools of the state, it would be a calamity which you may be assured would be fully appreciated by the masses. If there is any conflict of interests between the two institutions and one must yield a point, that one should be the University, and not the high school.

It may be readily admitted, if you please, that this preparatory work should be done outside of the State University. Yet ample provision may be easily made without burdening the high-school with it. It would be far better for all concerned, if a sufficient number of special preparatory schools were established in different parts of the state for this purpose.

Our Normal schools are doing a useful, and, in many respects, a missionary work, but why not enlarge the bounds of their usefulness by giving to each a department in which the arrangement of the studies shall have special reference to this preparatory work. Some lack but little in academic work of meeting this demand now, and all could, with slight modifications of their elementary courses, make the necessary preparation and do it better than the high-schools. Our normal schools are state institutions, equipped with superior faculties of instruction and all the facilities for doing this work, and I submit that it would be more appropriate and more consistent for them than for the high-schools to attempt it. Aside from these, private academies and seminaries can profitably bend their energies in this direction, for as popular schools they can not, from their nature and organization, be compared with the high-schools of the state, and it would seem that they can find no more useful legitimate field of work than in this preparatory department. In short the means for working up the raw material for the University without the high-schools are so abundant and evident that it is unnecessary to specify further.

We should furnish in our high-schools a liberal course of English and mathematical study, English grammar, composition and rhetoric, with Latin or German, or both, as optional studies. These branches, pursued with sufficient thoroughness to secure an easy and correct style of writing and speaking, is all that should be expected by way of language studies. The mathematical course should provide all the theory necessary to a full and clear understanding of mathematical applications. Algebra, geometry, and book-keeping, pursued with a careful precision that will stamp thoroughness in the individual ever after, should be considered indispensable. Abstruse science and pure-

ly theoretical studies should cease to usurp the time that belongs to more useful branches. Our individual ideas or peculiar notions should not obtain largely in the formation of a course of instruction. We should have no prejudices for or against any particular branch of learning. We may have preferences, but even these should be made subordinate to the welfare of the school. The greatest good to the greatest number is the only true policy for a scheme of public education. We must meet a public demand, and it is no part of our business to dictate outside of this limit. It has been quite clearly demonstrated that large sums of money have been spent in teaching branches that are of little or no value to the masses. We are not securing the highest good attainable in this work, and if the demand for a more practical education be not met, our boasted popular education will become very unpopular and secondary instruction a failure.

But no one can deny that there is a highly important and necessary work for high-schools. Let us place upon them the proper limitations, secure for them the public confidence necessary for their existence; then their possibilities for good will be incalculable.

EXPRESSION IN READING.

(Paper read before the annual meeting of the Institute Conductors, at La Crosse, July 7, 1879, by Prof. J. Q. Emery.)

Referring to the subject of reading, a visiting committee to one of the State Normal Schools, in its report to the State Superintendent, says that perhaps no other branch is so poorly taught in our public schools.

If this statement be true, and I am of the opinion that it is, the sooner a reform is thoroughly inaugurated, the better. The institute is the great popular instrument for setting on foot educational reforms; and if a better teaching of reading takes the place of the present, that change is to be effected, largely, through the instrumentality of the institute.

The committee further says, that it is debatable how far instruction in reading should consist of elocutionary drill, and how far of analysis of thought. Many teachers, probably, are in this border land of doubt. Is this body prepared to give some helpful recommendation on this important question? Are these topics independent of each other, or are they so related that one forms a basis for the other? I

hold the latter position. I take it that by "elocutionary drill" is meant *expression*, or the art of vocal delivery. "Now the great principle to be observed in expression," says Wickersham, "is, that all the mechanical modifications of the voice should be governed by the nature of the thought and feeling to be expressed." Hence it is that a correct analysis of the thought and appreciation of the sentiment and feeling of the author are fundamental conditions of correct expression.

Says one eminent writer on this subject, "Something more is necessary to read well, than to understand the meaning of what is read. There is, probably, no literary production that is the cold work of the intellect alone. In all that has been written, of prose or of poetry, the *emotions* play an important part. The plainest composer does not write wholly without feeling, and the heart-beats of the true poet stir in every line. No one can read skillfully who does not appreciate the sentiment expressed in what he reads, or who does not feel for the time being as the author felt when he wrote it. He can not read well of beauty who never saw anything beautiful nor he of gayety who never felt gay, nor he of sorrow who never evinced pity, nor he of wit who never enjoyed a joke."

Without intelligent reading, there can not be expressive reading. The directions, therefore, in the syllabus for the current term of institutes, for the preparation of lessons in reading, are based upon sound philosophy. The following are these directions:

I. Suggestions for preparing the lesson in reading: 1. Read the lesson to determine the scope. 2. Study the paragraph critically, using reference books for pronunciation, definition, geography, biography, and history. 3. Review mentally the scope of the piece. 4. Spell difficult words.

II. Recitation. (a) With books closed, test the pupils in (1)–(4) of preparation. (b) Read the selection.

It is with this last direction, Read the selection, that I have particularly to deal. It will be observed that these directions relate chiefly to the analysis of thought; and while it is conceded that that preparation is necessary for correct expression, the question arises whether something more is not also equally necessary. If the selection is read with proper expression, there must be purity and distinctness of utterance, correctness of accent, emphasis and pitch, due deliberateness, modulation, and fluency. Is not some instruction necessary as to the relation between the character of the ideas or thoughts, and the elements of expression; viz., force, time, slides, pitch, volume,

stress, quality? Such would seem to have been the thought of the writer of the syllabus for 1877, for at the close of the directions for teaching reading, was placed in fine type the following note, to wit: "In expression, discuss the bases upon which rate, emphasis, inflection, and pitch depend."

If the selection is to be read with proper *expression*, it should be studied to determine: 1. Its general spirit; 2. Its important individual ideas; 3. The relative rank of the ideas.

We need to know the general spirit of the selection to determine what should be the general force, time, etc. We need to know what the important *individual* ideas are, that we may know where to bestow emphasis. We need to know the relative rank of the ideas, in order rightly to use the proper elements of expression, so as to make clear the exact thought of the author. For accomplishing this, there is a variety of methods. What is the general spirit of the selection may be developed without any previous classification of ideas, following in this, somewhat, the synthetic method. Or a practically complete classification of the various kinds of ideas may be made, and then the pupil required to determine and state to which class those of the given selection belong. I incline to the latter as the preferable one for the average institute. It would seem to be no more difficult to outline this subject so as to be understood by the members of the institute, than to make the classification of sentences understood, or to outline the constitution of the United States, or any other of the more difficult topics.

The following classification is substantially that of Mark Bailey:

"1. Unemotional or matter-of-fact ideas (whether didactic, narrative, or descriptive).

2. Bold ideas (including the very emphatic passages in the first class, and all declamatory pieces).

3. Animated or joyous (including all lively, happy, or beautiful ideas).

4. Subdued or pathetic (including all gentle, tender, or sad ideas).

5. Noble (including ideas that are great, grand, sublime, or heroic).

6. Grave (including the deep feelings of solemnity, reverence, etc.).

7. Ludicrous or sarcastic (including jest, raillery, ridicule, mockery, irony, scorn, or contempt).

8. Impassioned (including all very bold pieces, and such violent passions as anger, defiance, revenge, etc)."

If the selection to be read is unemotional or matter-of-fact in its

character, how is it to be read? Which of the elements of expression are to be employed? What is to be the general quality of voice? What the pitch? What the force, volume, rate, etc.? And why these particular elements instead of others?

Having determined what is to be the general character of the reading, what are the important individual ideas, and how are they to be expressed? If this idea is important, how is it to be emphasized? By force, inflection, time, slide, or pause? How intense should be the emphasis? Whatever the character of the selection, similar questions must be answered in the mind of the reader, before expressive reading is reasonably assured.

The following are a few of the principles governing expression, as formulated by Prof. Bailey:

"PRINCIPLE FOR STANDARD FORCE. — Determine the standard force for the unemphatic words, by the kind or general spirit of the piece. If the kind is unemotional, the standard force is moderate; if bold, the standard force is loud; if pathetic, the standard force is soft.

"PRINCIPLE FOR RELATIVE FORCE. — Taking the *standard* force for the *unemphatic* words, give additional force to the emphatic ideas, according to their relative importance.

"PRINCIPLE FOR STANDARD TIME. — Determine the standard of time by the general spirit of the piece. If the general spirit is unemotional, the standard time is naturally *moderate;* if animated or joyous, the standard time is fast; if grave, the standard time is slow.

"PRINCIPLE FOR RELATIVE TIME. — Taking the standard time for the *unemphatic* words, give additional time to the *emphatic* ideas, according to their *relative importance.*"

Similar underlying principles there are for pauses, slides, pitch, volume and quality.

It is not claimed that an institute of two weeks affords sufficient time for thorough drill on all these principles; but it is believed that with the subject similarly outlined and developed, the members will be better prepared for thorough training in some one or more of these topics, and that the instruction may be made progressive from year to year. Nor is it meant that the conductor is to seek or expect that finished and artistic rendering, possible only to the skilled elocutionist or the person of broad culture. For reading, in its better forms, is an art, like painting, sculpture and music. It is an expression of the reader's taste.

In all this work the teacher's voice should frequently be heard, so

as to furnish a good model for imitation. In studying the principles there should be constant reference to nature for their application. "Nature is varied and refined and should be referred to constantly." There is danger of over-doing in technical principles; and mere imitation is imbecility. Nature's greatest works are its simplest. Simplicity is the highest and most enduring of all qualities. It is the mean of extremes. In reading, everything like effort should disappear. Even exciting expressions should be given with a smooth, marked simplicity that is delicate as well as energetic.

The object of this drill is to explain those natural principles which properly control expression; to develop and cultivate voice and feeling to the extent required, and to refine and not pervert nature.

Closing a remarkably able article on the subject of reading, James Currie, of England, says: "Let the teacher, then, have a certain standard of proficiency for his pupils to aim at, suited to their opportunities; let him guard against the vain endeavor to attain a finical nicety of accent, which his own good sense should tell him is unattainable in the circumstances of the community, or even a degree of refinement in expression which implies a higher degree of culture than they will ever reach; then if he will only use carefully, harmoniously, and with faith, the means at his disposal, even in spite of shortened attendance, he will send away his pupils with a skill in the art of reading, which they will gladly cherish for themselves through all their occupations in life."

METHODS AND MEANS TO TEACH SPELLING.

(Paper read before the annual meeting of the Institute Conductors, at La Crosse, July 7, 1873, by Prof. A. A. MILLER.)

As the "way to resume was to resume," so the way to learn to spell is to spell. As a rule it is not wise to waste much time in repining for the "good old times," whether we view them from an educational standpoint, or some other ground. Yet it is fairly questionably if there has not been too much of reform in the methods of teaching certain branches, and in spelling in particular. As in mechanics every patent does not cover a useful invention, and all changes are not improvements, so, in the educational world, all changes are not surely improvements on the old methods. Many teachers are engaged in a search (may it prove a vain one) for an easy path, a royal way to knowledge, over which the youth of to-day may travel at leisure.

The matter of *spelling reform* may be put aside as having no practical bearing on the instruction teachers are required to give.

The orthography of the English language is almost entirely a matter of memory — a re-collection of certain previous impressions on the mind; impressions either of word forms, or of the recurrence of certain arrangements of letters. In the teaching of spelling two ends are to be striven for: 1. The production of clearly defined, permanent impressions upon the mind. 2. The ability to readily and accurately recall these impressions. All methods and varieties of methods in spelling are based on this law. The old, or oral method, seeks to produce impressions of the recurrence of the individual letters of a word, while the written, or more modern method, seeks the same end by producing an impression on the mind of the word form taken as a unit. Which is the better, "the old way or the new?" At the present time, and I think unfortunately, very many teachers entirely discard oral work in spelling, and depend altogether on the written method. Here, as elsewhere, there is a golden mean that is better than either extreme. Happy he who finds it! Good spellers can hardly be made by a slavish adherence to either way. Only by a judicious combination and adaptation of both are the best results to be obtained. Probably these results will be best secured by a combination that will contain as much of the one method as of the other.

But what means shall be used to make good spellers?

1. Arouse the pupil's pride. Let him once feel that bad spelling is a disgrace, and half the battle is won. Children should be taught to avoid a wrongly spelled word as they would a contagious disease. At the same time they should look on correct spelling as a matter of course and as not, in itself, meritorious. A great cause of poor spelling is the very prevalant notion that it does not matter how a word is spelled so that its identity be not lost. When pupils learn that intelligent readers measure the culture of the writer of a letter by his spelling, the first great obstacle to teaching spelling is removed.

2. Spelling should be taught in classes as a separate study. It will do to depend upon other recitations in this particular, when it will do to teach reading in connection with the grammar class solely, or when the study of geography can be properly confined to the use made of it in teaching history. Not only should spelling be taught as a separate study, but lessons should be assigned in advance of the recitation, that opportunity to study them may be had. Primary pupils cannot study in a better way than to write the words of the

lesson on their slates, and the words of the reading lesson should constitute the spelling lesson. When the lesson has been repeatedly copied from the book, let it be written from dictation and afterwards spelled orally. Care is to be taken that as few words as possible be misspelled, for errors are very likely to be repeated. Let words in common use be first taught; words to which pupils can attach some meaning, giving new words as their fund of information increases. Merely technical words may better be avoided until there is a need for them. Besides these separate classes, all recitations should be, to a certain extent, recitations in spelling. When a new word occurs, have it spelled and defined. If this cannot be done, there is no use of the pupil who fails going further in that recitation until he consult the dictionary.

3. Pronunciation — that is, correct pronunciation on the part of the teacher, is a powerful aid to the study of spelling. In dictating words, many teachers are liable to pronounce so plainly as to be incorrect; each syllable being enunciated with labored distinctness and an utter disregard of the laws of pronunciation. If the pupil is unable to spell a word, he has only to say that he does not understand it, in order to have it so pronounced as to leave no doubt as to its orthography. Of course, he will miss this same word the next time he has occasion to use it. Carelessness of pronunciation on the part of pupils can not be too carefully guarded against. We spell as we pronounce — to a great extent. If *part-i-ci-ple* be pronounced with three syllables, it will be spelled with three syllables; and if *perspiration* be pronounced as if the first syllable were *pre*, it will be spelled in like manner.

4. A fourth means to correct spelling is composition. A list of words is assigned for a lesson; the recitation to consist of the correct placing of these words in sentences. This is a very useful means of teaching the orthography and use of words pronounced alike but spelled differently and of different meaning. How often is the word *principle* used when *principal* is meant and *vice versa*? So *cur-rent* is used for *cur-rant* and the reverse. The argument for teaching the spelling of words only in connection with their meaning applies especially to this class of words. The spelling of each examination paper should be carefully scrutinized and misspelled words noted. If it be understood that these errors will affect the standing, carelessness in spelling will be effectually done away.

5. Good penmanship is a most efficient teacher of spelling. Many

a person writes a word poorly because he is not certain of its orthography, and his penmanship prevents detection. A misspelled word looks worse when well written than if only scrawled. I have seen the word *to-geth-er* misspelled many times, but never did it look so utterly out of place as when it appeared in the rounded characters of a well known writing teacher. A gentleman who stands high among the teachers of Wisconsin, in writing the diphthongs *ei* and *ie*, makes both letters exactly alike and places the dot above and just halfway between them. There is nothing to be insisted on more strenuously than plainness of writing. It will prevent attempted deception as well as a great waste of time.

6. Rules for spelling have a place among the means of teaching this art. Just what their relative importance may be, is a matter of opinion. Time spent in a mere memorizing of rules is time wasted. Yet this is just what many think to be their use. Their application to the spelling of certain classes of words may be very valuable both as a means to correct spelling and as a matter of discipline. The application of rules to the spelling of derivatives must be practiced until it becomes habitual to the pupil, or the rules are of no account. But there is a large class of words that is above all rules and that defies all law. Such words as *deleble* and *indelible;* as *siege* and *seize.* The only way that I know to dispose of such words is to *learn* their spelling just as the multiplication table is learned. They must be taken by force and compelled to submit.

7. Pupils should keep a list of all misspelled words, and from time to time review them. Of course, the teachers will note all such words, and frequently bring them to the attention of pupils.

8. And last, but by no means least, let the habit of consulting the dictionary whenever any doubt arises, be formed as soon as possible — not an unwilling consultation, as is now usually the case, but a willing and cheerful search after truth. This habit cannot be overestimated. If it be once acquired, there is little fear that misspelled words will find a place in any composition.

THE teacher must know how to enter into the hidden recesses of the youthful mind, and from that point work outward and upward. The pupil is like a treasure in the sea, and the teacher like a diver who goes to the bottom to bring it up. If you do not descend and ascertain first exactly where the child's mind is, you will not bring him up where you are. The descent of the teacher is essential to the ascent of the pupil.

BOTANY IN COMMON SCHOOLS.

In compliance with your request, I give some results of the attempt to introduce botany, not as a text-book study, but as a general exercise, into the schools of Pierce county.

It may not be out of place to outline some of the reasons for what may seem an innovation. While personally, I believe that botany should be placed in the list of third grade studies, and taught from a text-book, to such an extent that all pupils of ordinary ability could, at sixteen years of age, analyze phenogams, I will not defend that position in this paper. Further, I should like to read some convincing arguments, if it were possible to bring forward any, to prove that botany is not as profitable, both as a practical and culture study, as constitutions, history, two-thirds of what is taught under the head of geography, and one-half of the work in text-books of arithmetic and grammar. But the merest rudiments of the science can be taught, until the law is made as it should be. Nothing more has been taught in this county.

1. All admit that the perceptive faculties are first active, and should receive the first cultivation given to the mind. But our common school curriculum either ignores the existence of such faculties, and the beautiful material world, or else presumes upon the completion of all needed cultivation at four years of age. At that point, the state throws open the school house door, and the child can, if he choose, begin to work in abstract processes. The very best mental food for him is entirely withheld. He learns to reason before he learns to see — a relatively painful process.

2. Botany, in connection with drawing, without which it cannot be properly taught, is the best possible study to quicken the perceptives; and if, in itself, it was valueless, this fact would warrant the study of it.

3. Botany, being a proper subject for the child to investigate, giving actual employment to those mental faculties which alone are developed in early years, is to his mind what proper food is to the stomach, and therefore the processes of study give exquisite pleasure to the young pupil. So all subjects would give pleasure to older pupils, if properly presented, and at the right age. And, as the perceptives do not cease to be active for several years, and until the reasoning faculties begin to develop, older pupils can also study it with profit and pleasure.

Incidentally, they learn something of the principles of classification, of color, form, and geometrical terms. The pupils, so interested in botany, are more easily interested in other studies. The keen relish for the work stimulates them, perhaps unconsciously, to work harder in other branches, without any effort on the teacher's part. But knowing this fact, the teacher can use it to work wonders. Botany will keep your school lively in all mental work.

4. Schools of all kinds are criticised because those who have gone out into actual life so often fail to make better progress, financially, than others. Why? Because the curriculum too often makes students day-dreamers, rather than observers. The man of small perceptives is absent-minded, often lacking energy in any direction. If children were taught to use their eyes and hands, or, in other words, to control those organs by the mind, the day of dreaming, conceited graduates would be past. To distinguish minute differences is a most valuable capacity. Botany consists largely of that work. It gives a man an ability and disposition to see the world and its contents. A certain college president, lately elected, said that his success was due to the fact that he always gave the closest attention to the smallest details. In no other respect was he different from others who accomplished less good. Others have said as much. Botany turns the mind in that direction.

5. The time spent daily does not detract from the school work, because it comes just before an intermission, when idleness is the rule. The stimulus imparted causes more work to be done in the day than could be accomplished without it. Fifteen minutes given to botany is equivalent to adding at least a half hour to the working time of the school. So the cries of "time wasted," "too many studies now on the list," "what is the use of a smattering," etc., are from those not cognizant of the facts. If a slow boy is never interested in anything, try him on botany. Tell him to draw a leaf form, after he has seen it and described it. If that does not waken him the outlook is bad. But it rarely fails.

There are two schools in Pierce county which give systematic textbook instruction in botany, viz.: the Normal, and River Falls Institute. Hence, many teachers are well prepared to teach the rudiments, orally.

Nearly one-third of the pupils have received some instruction in botany during the summer. Between twenty and thirty teachers have given instruction in it, orally. The lessons have been chiefly

in morphology. The testimony of the teachers is uniform in regard to the great interest manifested, the stimulus imparted to them in other branches, the increasing power and disposition to observe natural objects, and indirectly, the wholesome disciplinary effects.

I have called attention to this branch (and also to music, hygiene, and drawing), by preparing questions in the rudiments of botany, the answers to which would be suggestive of work to be done (and the questions themselves were designed to awaken curiosity in the applicant), and presenting them to each teacher at examination, with a request to read, and answer all he could.

Let a few teachers speak for themselves, and others will indorse:

Of all general work done, in our common schools, I think work on botany the most difficult, because there are so many things to be kept in view during the recitation. The following objects I try never to lose sight of:

1. Establish a perfect freedom between the pupil and teacher, so that the pupil will talk freely. 2. Cultivate the pupil's love for the beautiful. 3. Arouse the curiosity of the pupil so he will desire knowledge about the object. 4. Teach him to *see* all there is to the object in hand. 5. Impress the habit of truthfulness, by insisting upon an *exact* description; 6. Use the power he has acquired over his hand in the drawing work, to reproduce it.

All this cannot be accomplished without study, as to the how. As this study of botany is now being introduced into our schools, great care should be used in its introduction that we do not so disgust the district as to have the "coming man" forbidden to teach it. This can be done either by not being well enough informed to make it interesting, or by making a *hobby* of it. Although I have found this study the most difficult, yet it is enjoyable, to both teacher and pupil. It opens up a new world to the pupil.

It is necessary that we have a definite plan and follow it closely, so that we may have for the next teacher a record of just what we have done, and intended to do the next term. Below is an outline of work upon which two terms can be bestowed with profit, by first discussing the object in class, putting the name in with the spelling lesson for the next day, then writing sentences about it in the language work, the day following:

THE WORLD.
- Organic.
  - Vegetable.
  - Animal.
- Inorganic — Mineral.

VEGETABLE KINGDOM.
- Parts of plant.
  - Organs of growth.
    - Root.
    - Stem.
    - Leaf.
  - Organs of reproduction.
    - Flower.
    - Fruit.
    - Seed.

A list of plants, and in which of these does the value consist.

FLORENCE OLIVE.

I teach botany in this way: I take some plant the children are familiar with, and talk about its formation, growth and habits.

EMERY HILL.

I am giving daily instruction in drawing and botany. The drawing class all have drawing books. The pupils take much more interest in all their work, since they have become interested in these two studies.

ADDIE EVERETT.

Supt. W. T. Harris, of St. Louis, says upon this subject:

"The subordinate studies, music, drawing, and natural science, reinforce and improve the instruction in reading, writing, and arithmetic, and do not impede or interfere with the pupils' progress. Natural science furnishes rest and diversion from the regular course of study, by being taught in a radically different manner. The lesson is a relief to the pupil, and a corrective to the teacher's methods."

River Falls. H. S. BAKER.

SELECTED.

A MORNING AT QUINCY.

Seeing is believing, and although the pamphlet lately published by Mr. Charles Francis Adams on the improvements which three years have made in the Quincy school system, gives many points for study, the conclusion of the whole matter can best be gained by seeing his results. So a seven thirty-five train carried me out this morning [from Boston] on the Old Colony road to the little town that will have to be re-christened. Indeed, its proper title now is the Mecca of school teachers, for the same morning train carries out parties of young teachers from Boston, sent out by their school directors to "see into" the new system which is beginning to be established in the primaries of the city; parties of New Yorkers and a few Philadelphians, all bent on "observing," which is the new way invented for teachers to learn. Arriving at Quincy just as the town clock was striking eight, and there being as yet no local guide book published for the town, I asked the first intelligent porter on the platform which was the way to the primary school, any primary. "That lady will tell you," pointing to a brisk young woman just taking her seat in one of the omnibuses, and who wore a white apron over her alapaca dress and carried an arm-full of books. [The teachers in Quincy, as I learned afterwards, *are* allowed to carry books, if they wish to.] "Yes," she said, on my errand being made known, "she could tell me something about the schools." "Which do you call the best?" "There is no best," said

the brisk young woman, "they are all alike. I advise you to go to the Codington school, because it is nearest the station; otherwise I should be very glad to have you come to mine, but that is quite the farthest off and something of a drive."

So to the Codington school I went, though it might have been the Washington, or the Wollaston, or any others that were almost as near. The school house was locked, but there were at least fifty boys playing under the elms and maples, and presently little girls, walking decorously in twos, began to turn into the school enclosure. The boys were driving and tooting all over the yard, and the little girls were exceedingly "proper," which brings its own physiological comment with it. But there wasn't a school book to be seen. No satchels, no atlases nor books under the arm. You might have thought it was a holiday, but for the appearance of a sweet-eyed young lady, who was introduced by the chorus of boys to me as Miss Morse. To Miss Morse I stated my errand, and she was kind enough to make out a sort of time table for me that I might catch up in the different rooms as much of the day's doings as was possible before the noon bell and the noon train came along. In her room, which was the point of departure in the morning, and still before the nine o'clock bell had rung, I found a pupil teacher looking over the slates of her dictation exercise the day before, not marking the child for errors, but marking the errors for the child.

On the black-board Miss M. began at once to rub out the synonyms, in common words, that were written up there, and, talking as she wrote, to sprinkle the long black-board with figures. I shall not give my questions, which she was good enough to encourage, but the sum of the answers. They take "average" at the Quincy schools three times a year, of the showing of the class at that time. "I do not take a daily record for averages, but have in mind the general mental condition of each child and its readiness. I do not crush out errors in spelling, nor make a culprit of the child who makes mistakes. I try to bring him along with the class. Except for persistent carelessness there is no writing over as a punishment. Keep in? We are not allowed to keep a child in. Our regular afternoon session is from two to four, and from four to half past there is a half hour that we take for explanations to bring on a dull child, or encourage it. But it is the class that must bring him along; class averages are the things to judge by. They learn from each other. Each one wants to be right because his neighbor is. He doesn't like to be behind."

Emulation and not punishment, evidently, (I make hasty parenthesis) is the string that is pulled in the Quincy schools. It is only bringing lessons of after life into play a little earlier. A man is not "marked" each day, nor does he have time to make up his errors; he must keep up with the rest or be left behind. Here a small paper of directions was handed to another "pupil teacher," who had came into the room "to observe" for the first time to-day, in the division. She permitted me to look at it; it ran something like this: "Watch the children. They are as much yours as mine, to-day. Speak to them if they do anything you do not like to see. Look over their slates during the exercises. Find out their names."

Just here the great bell rang, a boy seated himself at the old piano, and the classes came filing up the stairs to music, forty-five in each division, and six divisions in all. Two pretty little girls with a small bucket went from desk to desk wetting all the sponges. There was one colored boy in the line, very well dressed, but apparently not marked among his neighbors in any other way.

"Now children get your slates all clean," gave time to settle down a little the spirits brought up from the playground. After a vigorous rubbing, but no noise, the bell tapped and the school exercises began. In a very low voice, "The Lord is my Sheperd," was recited, the teacher leading. Then, still in the same subdued and reverent tones, the Lord's prayer was sung, followed by a pretty childish hymn and school song. Then holding up his hand, but without any other preface, a boy got up and said: "On my way to school I saw two men digging. What do you suppose it was for?"

CONVERSATION EXERCISE.

(This, the pupil teacher whispered, was the conversation exercise, intended to teach expression and readiness, but also, as it appeared, to use their eyes as they came along to school.) Instantly there was a volley of suggestions, not in disorder, but very much as if on the playground, each child rising, however, to give his opinion. The original boy, however, had to tell that it was a hole for a flagpole, and where it was, at Mr. ———'s. Then another boy had seen something else, and another, each little speech beginning with "I saw yesterday," or "last week," or "last summer," and occasionally there was a "long bow," drawn by a fanciful child. But, mostly the talk was of the village matters. One boy had information that two vessels out in the bay, two "big steamships," were to be knocked to pieces for their old

iron, and instantly, half the class was on its feet, looking out of the windows. (The Quincy school-houses have the advantage of overlooking deep water and the harbor, and the hills in the distance also, which called up references in another class, as will be seen.) "They are Government vessels," put in another boy, and they are going to burn them. They are all rotten, too rotten to go to sea." "Little worms," contributed another, "they are full of little worms in their hulls." "They are going to burn 'em; won't it be fun seeing the fire burn?" Then was something said about "Revere beach" and a burned ship that another boy had seen. "Will the iron burn?" asked the teacher. "No; don't you see, explains a young philospher, "the wood all burns and the iron falls right into the water and cools off." It was about a ten minutes' talk in all, the children entirely alert and at their ease, a correction only put in now and then, but entirely in a suggestive way, by the teacher. One notable part of it was that the little girls did not talk. Only one small female towards the close, ventured a modest observation, but the boys had it all to themselves, as older politicians around the town pump and at the cross-roads store are apt to have.

OTHOGRAPHY MADE EASY.

At the end of the "conversation," which, with the singing, had occupied just fifteen minutes, the teacher, chalk in hand, stood by the blackboard. "What day is this?" "The 30th day of September." "Spell thirty," and she wrote it according to their direction, putting a twenty under it. "Now what shall I do to make this twenty twentieth?" "Rub out the tail of the y" directed a child, "dot it for an i and then put e-t-h." "Is it the same as the y when I do that—why don't we keep it y?" "Because the long tailed letter doesn't look well—the i is better." Following this she wrote: "Mister and Mistress Holden were there." "Is that quite right?" "No, you must shorten it." "How? what letter shall I keep?" "Keep the M and the r and put a dot after the r, to show that there is something left out." Then a child dictated something else for the teacher to write, all the class following on their slates the dictation as they had the previous lines. At the close—pointing to one word after another: "Anybody spelled 'those' any different? Has anybody spelled it another way?" Two or three who had left off the final e held up their hands, looking cheerfully corrected, but not ashamed, Mem: It is evidently not accounted a crime here to make a mistake, and no child is ashamed to acknowledge his or tries to conceal.

Then a curved line was drawn: "What am I going to make?" It was only the first part of a T in script, but it was made by suggestion into an A, an F and S, and so on, the children copying. Picking up a slate and holding it up, "Johnny always has such a nice slate, clean and such straight lines." From another slate, writing a crooked letter on the blackboard — "What's the matter with this A?" Then a small I was rapidly changed on the board into many letters, a child pointing out that "You can see the I in almost every letter." "All except the o," said another. "What's the matter with this r?" writing a very tall one on the board. "Too high a hat, more than its half above the line." Teacher, "Clean slates, I am thinking of a nice holiday — spelling it out on the board — one of the nicest we have. What is it?" Some voices went up for the Fourth of July, but the majority held it to be Christmas. "It's somebody's birthday." Then it was Christmas — decidedly, by acclamation. "Christ's birthday mass," writing it out — do we write it that way? No! Why not? Ever so many holidays together make a —?" "Vacation." "My next is among those berries on the table," pointing to a vase of bitter-sweet berries, orange and red. "Nice," "elegant," "delicious." "Well — that is to taste. I don't mean to taste," writing on the board, however, all the suggested words. "Splendid," "pretty." "Yes, that's it. Give me another word for pretty." — "Handsome," "beautiful." "You don't sound the d in handsome," remarked a youth holding up his hand as that word was written down. "You don't sound the t in vacation, either," remarked another critic, looking at the blackboard and reminded of silent letters. Here a pencil fell. "What was that word?" "Dropped." "Here's the next word," breaking the piece of chalk in half. "Break." "Here's the next," stepping out. "Stepped." All hands, meanwhile, writing very fast, to keep up with the class suggestions and the teacher's action. "If a child came to school after nine o'clock we should say he was —?" "Tardy" in a chorus.

THE ROYAL ROAD TO GEOGRAPHY.

This was an upper primary class, and leaving that division about to go to arithmetic, I followed my appointed schedule into the lowest grammar class. There across the black-board was written: "To swear is neither brave, polite, nor wise." It was the beginning of the geography lesson, subject North America. On a blue board, about a yard square, which had a ledge around it, and was set on table feet, about

a dozen children were gathered. In the centre of the board, and heaped up into a rude outline of the continent, was a quantity of earth — iron moulder's earth — which was brought out with strong relief by the light blue back-ground. "Come, Bertie, put in the Rocky Mountains," and a girl began energetically to pinch up a mountain range into peaks like so many small cocoanut cakes. "Jerry, where's Alaska?" Boy points to it. "Now go on from there and name me all the land projections around to Florida, noting all the land indentations."

But after Prince of Wales Point and Point Barrow, Jerry did not know his points very well and another boy was called up, who traced them all out with small earthly fingers and great enjoyment. It was a new kind of circumnavigation, with the advantage that the navigator, if the class thought a certain point not quite bold enough, was directed to make it more so, and in the course of the voyage, naming all the points on the Atlantic coast to Florida, there was considerable pulling and pushing up the outline to suit the exacting critics. The "mountain range girl" was all the time building up the several back-bones of the Western Continent, and another at work on the table land of Mexico. Arriving at the Isthmus the sailor was stopped. "How do you get across here — we don't want to go any further south — can we go by water?" "No." "Not just yet," interposed the visitor, but we were spared the tunnels and traveled the isthmus safely enough by rail at Panama and got round to the west coast. Here the coasting finger pointed out the capes and located San Francisco for me. "What's the matter with the eastern part of the continent?" said the teacher after the bays and gulfs had been successfully visited by another little finger, with the name given at each blue water (black-board) stopping place. "What is the matter here?" "No mountains," was the chorus, and Jerry — another Jerry — gets to work on the Alleghanies. The table laid complete. "How high is this?" "8,000 feet." "How high are the Rocky Mountains? Are they very high towards the north?" "In the west?" What little range ought to be here?" "Wasatch Coast Range." "Where is the lowest land along here?" Girl points to Mississippi river. "Why doesn't it wash out over here?" "Levees keep it out." "Why don't all the rivers run out into the Gulf of Mexico?" "Here are some going over to the Atlantic. What's the trouble up here?" pointing up to the St. Lawrence. "Why doesn't this run down like the Mississippi?" "It couldn't run up a mountain; it *has to go*

east." "Why?" "Because of the height of the land." "What's that?" Child points out and pats up a height of land, making the Mississippi basin still more hollow by contrast. Indeed the little hands took great engineering delight out of the Mississippi valley. Their heads were clear enough on that point. "Why is the St. Lawrence called so?" "It is named after the day the first people sailed upon it, on St. Lawrence Day." Pointing to Hudson Bay, "Is that named after a day too?" "No;" in chorus, "after a man, Hendrick Hudson, the man that sailed into it." "How do you know, if you didn't see it, if you only saw a flat map, that there must be a height of land here?" teacher going back by a quick diversion to the former base of operations. "There must be." "Why?" "Because the rivers run north, and if you travelled up there you would notice that." "But here's the Mississippi; *that* goes south." "Well, it flows that way because it *must* slope south; rivers don't run up hill." "I don't see any rivers going east along here," still in the valley of the Ohio. "Oh, *they've* got to go west; they can't get out to the sea on account of the Alleghanies."

BOUNDARIES

Were easy, because of the actual ridges of land and the blue board oceans under their hands, and, of course, they were correct. To the minute observation of a child the small ridges and scallops of earth each had its own character, unlike its fellows, and to be named by its proper title. "Now make some really good sentences, to give me the boundaries of the great central plain." "It extends from the Rocky Mountains on the west to the Apalachians on the east."

"George, why do you say 'It' instead of 'the great central plain?'" "Don't want to say the same thing twice, and they know you are talking about the same thing until you stop." *Mem.*—Miss Morse had said laughingly in answer to my question, "Grammar? there is no grammar taught in town except what comes in with the other lessons," and here was a specimen of the Quincy way of getting at the pronouns. George goes on with his central plain—"It's pretty abrupt at the foot of the Rocky Mountains, but here it gradually slopes." "What do you mean by gradually?" "A little at a time." Teacher, pointing at a northern river: "What's this?" "Mackenzie." "Going north?" "Yes; it must, don't you see, because of the height of the land."

A little restlessness at one corner of the board. "Here, boys, make

an isthmus, and you John, the best range of mountains you can over there." This was outside of the map and was regarded as a telling reproof, the culprits doing their moulding very energetically indeed from a small heap of earth that lay in a corner of the board. Coming south to Florida, "What's this?" "A peninsula." "What makes this?" "Coral insects. An insect spits out and makes rocks." "No —it is a skeleton of an insect, like our bones." "It isn't colored by the sailors," one and another of the class remarks. "Now take your slates and write me out the boundaries of North America."

"Have they any other maps?" I asked. "Some of them have an atlas at home." "But do they learn all these names of capes and bays and mountains 'by ear' around the board?" "Yes, but then they write them out, you know, and that impresses them, too. They use their home atlases to draw maps by sometimes. But, "smiling, "I have hard work to keep my class from copying these drawings on the board," pointing to some landscapes in chalk on a row of blackboards left by the teachers' drawing class. "They copy what they see. Our teachers' class meets here of an evening for drawing lessons and practice," [All the Massachusetts teachers learn to draw,] "and the drawings are left until the next lessons to decorate the rooms." At the end of the geography lesson the two teachers perfected the map, and that was left on the blue board — a sort of billiard geography — until the following day.

"We begin our map work by taking them to the window and telling them to make something like that hill out there, "where Milton Hills lay in the distance. "That does very well for an easy lesson in mountains."

At the tap of the bell the classes marched out for recess — half past ten — Miss Dearborn, the head master, inspecting the entire 270 as they passed down the stairs. The marching was almost as good as that of the youngest boys at the Girard College, also under feminine drill.

"Do you spend any time in musical notation, Miss Dearborn?" "No; they all learn to sing, but we don't give any particular care to the mere notes."

SOME GENERAL REFLECTIONS.

A conversation with Mr. Parker which brought out fully the method of the school, you shall have at another time. But a word just here which cannot be too often insisted on. The children in New York and Philadelphia public schools are encouraged to much criticism on

each other—criticism on intonations and inflections and the machinery of reading. At Quincy I noticed very little of that. The criticism was of ideas—opinions chiefly. This took off what has always struck me as an unpleasant feature of our system, the sharp, snapping attitude of these little folks towards each other, all on the *qui vive* for another's mistake, and perhaps somewhat disappointed when the paragraph is read through quite smoothly. The questions of the teacher, the comments of the class in every performance in the reading, and history, and the language recitation (quite another matter from the conversation exercise) were directed to substance rather than form, to ideas rather than reflections. The point all through was the meaning, the opinion, the lively remarks of the class. That in itself is a difference strongly marked between this New England school Mecca and any other public school on the continent that it has been my fortune to see.—*Phil. Ledger.*

SHORT ARTICLES.

Beginning School.—There are many things to be settled before the real work of the school-room begins. Take all the time you need to arrange the machinery of your school-room on a firm basis. You may think that the pupils must read or spell the first day, but it is not a necessity. You save time by arranging your work methodically.

Predetermine your signals, and let them be as simple as possible. A tap upon the table is much better than the sound of a bell, and having gained the eyes of your pupils the rest is easy. For instance, the first time you call the attention of the school, give them the sign by which they may know that all work is suspended. The first time a class is interrupted, explain why this should not be done, and then *do not permit* it.

Be particular how your pupils enter and leave the room. Continue your instruction until they can lay aside their work and leave the school-room in a proper manner. At the close of the first recess teach them how to dispose of their hats and in what manner they are to go to their seats.

You will have trouble with hats and wraps, therefore assign the hooks by numbers, numbering the scholars to correspond. Take time to see each one in its own place; after two or three days, you will find you have saved time for the whole year through.

If you are required to make a report to your superintendent, learn

all the necessary facts before school opens. Learn particulars from those who bring the youngest children to you.

Be particular how your pupils handle their books and slates, and especially about the manner of taking them out and putting them away.

Teach at the first recitation the manner of going to and from classes; even if you take all the time allotted, it is better to settle it at once; also the proper bearing in the class.

The harmony of your school-room depends largely upon these simple things, and pronounce you a good or a bad disciplinarian.—*N. Y. School Journal.*

At Work.—The schools are again at work. How? The merry boys and happy girls of the holidays have come back once more from their freedom and fun to the work of the school-room. To some few the return has been a joyous one; it has not been so to the majority. It should be a willing return, but, in some cases, even this has not been experienced. Why? A few words of advice to teachers may not be out of place at this time. You feel better now than in those weary days before the vacation came. Why? Because you have had more fresh air, and less school anxiety. Show your good sense by continuing to take all the agreeable exercise possible in the open air, before school, during the recesses, and after school; and leave your cares and worries behind you at four o'clock. Do not even grow too anxious about the progress of your pupils, lest the strain on your nervous system should unfit you for the accomplishment of the very work you so earnestly wish to do. You feel strong and enthusiastic now. Do not waste all your strength in a month. Work systematically and avoid rapid exhaustion. You had some difficulties in connection with the discipline of your class last session. Most of them arose from some defects in yourself. Avoid them now. Go to school with a cool head, a warm heart, and a properly nourished muscular, mental, and nervous system, and you will have no great difficulties in managing your bad boys. You travelled in ruts in teaching some subjects last session. Widen them, or get out of them altogether. Read the best educational work you can find; take a good practical educational journal; and take counsel as much as possible from the best teachers you are acquainted with.—*The Teacher.*

He who would amass virtues, leaving out the guardian virtue humanity, is like a man who leaves a precious dust exposed to the wind.

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

POWERS OF DISTRICTS.

Q. Is a district set off liable to taxation in the old one, if it does not organize and vote taxes itself?

A. No, not unless the territory is first set back. The town board should see that it does organize (Sec. 414), or set it back.

Q. Can a town board annex to an order setting territory into a district, the condition that the order shall cease to have effect after five years?

A. No. Such a condition is null and void.

Q. Can a district vote more than the five per cent. named in the law passed last winter (chap. 118), if that is thought insufficient to maintain five months' school?

A. A district should not violate one law in order to obey another one. It would be better to vote the maximum five per cent., and ask legislative relief, if found necessary.

Q. Can the district fix the day on which school shall begin?

A. No. That is left to the board, and must from the nature of the case be dependent upon such arrangements as can be made with the teacher employed.

Q. Can a majority of the district empower a majority of the board to put a certain teacher into the school, without having any board meeting?

A. Most certainly not. The district may express its opinion or wish, if it likes, but the board selects the teacher, and must proceed *according to law* in determining the question.

Q. If the district votes to pay but $22, can the director and treasurer hire the clerk's daughter and pay $24, when as good a teacher can be had for $18? And if they do, must they not pay the surplus themselves?

A. A district cannot fix the exact wages to be paid, nor forbid the board to hire a certain person. It is not well, as a rule, to hire a relative of the board, but the other two members of the board may honestly believe that she is better worth $24 than other applicants are $18. Still, a board will, if discreet, not fly too much in the face of the expressed opinion of the district. But they incur no liability by

doing what they deem to be for the best interest of the district, in a lawful way.

Q. Can a district turn off a teacher, hired by the board contrary to their wishes?

A. The district can do no such thing. If the people feel aggrieved, they can ask the board to dismiss the teacher, if deemed incompetent, or unfit to teach the school; they can ask the county superintendent to annul her certificate, if prepared to show that she ought not to hold one; they can, as a last resort, refuse to send to school, but they cannot proceed by "Lynch" law.

THE BOARD.

Q. If the clerk resigns, can the other two members of the board appoint one of themselves?

A. Certainly not; that would not fill the vacancy, and would be unlawful.

Q. If the district votes not to admit foreign pupils, can the board admit them?

A. The board has no such power.

Q. Can the board give a note, and the treasurer pay it when presented, instead of an order?

A. The board has no power to do business in that way. The treasurer is authorized to pay out money only on orders duly drawn.

Q. Can a board authorize a teacher to deprive pupils of recess for an entire half day as a punishment?

A. That would not be proper. A pupil for a time may reasonably be denied recess with the rest, for misbehavior at recess, but should be allowed to go out by himself.

Q. Can the board do business, if one of them refuses or neglects to attend?

A. Certainly, if due notice has been given; but it may not always be best to proceed, when one member is absent.

TEACHER'S CONTRACT.

Q. Is it absolutely necessary that a copy of the teacher's certificate be attached to the contract?

A. Not to make the contract valid; the direction of the law should nevertheless be complied with.

Q. When a teacher has been engaged, is the board afterwards at liberty to depart from the usual form, in drawing the contract?

A. Not to the extent of imposing unusual obligations or restrictions, not named in the original agreement.

Q. Can the clerk and treasurer hire the clerk's minor son to teach the school, the director protesting against it?

A. This looks too much like the two members named hiring the clerk himself, which would be an unlawful proceeding. It is doubtful if such contract with the minor son of the clerk could be enforced. It would certainly be against public policy for such contracts to be made.

THE TEACHER.

Q. May a teacher report disobedient pupils to the board instead of of punishing them?

A. It is expected that the teacher will ordinarily secure obedience himself. There may be cases where it would be as well to report the pupil, or to suspend him and report the case to the board.

Q. Has a principal power to require the other teachers to attend teacher's meetings, and to recite on certain subjects dictated by him?

A. This is not exactly his province. The board, as a part of the rules, may require teachers' meetings, and so inform teachers in making contracts. The rules may appropriately give to the principal the oversight and direction of the exercises; but he is not in an arbitrary manner to treat the other teachers as children, nor attempt any coercion.

MISCELLANEOUS.

Q. What is to be done with dog taxes collected in territory not organized into school districts?

A. The money might as well be kept till the territory is organized.

Q. Do the words "nor thereafter," in section 440, cover adoptions made before the law was so amended?

A. It is to be held that they do — that it was the intention of the law to give additional pretection against frequent or unnecessary changes in text-books.

Q. If a man's own boy is away from home, can he send another boy to school free of tuition, from another district, in his place?

A. The district may good-naturedly take no notice of his sending, if it likes, but he cannot claim any right to send the foreign pupil.

Q. If a loan from the state is proposed, must the notice required in section 427 be given, to three-fourths of the legal voters?

A. Yes, this what the land commissioners require.

HISTORICAL DEPARTMENT.

THE MONTH AT HOME.

The past month has not been an exciting one. The negotiations with the Utes, which were mentioned in our last, are still in progress. A special commissioner of the Interior Department, General Charles Adams, succeeded in procuring the release of the captive women and children of the White River agency, October 21. A commission consisting of Gen. Adams, Col. Hatch, of the army, and Ouray, the friendly head chief of the Utes, is now taking testimony among the Indians, at Los Pinos Agency, with a view to fix the responsibility for the outbreak, and secure the surrender of the murderers. At the present writing, the prospect of success is not very encouraging, though a peaceful solution of the difficulty is still to be hoped for.

The general success of the Republican party in the November elections is chiefly remarkable for the fact that the majorities, in several of the states, are larger than at any time since the war, and for the indication which this is supposed to afford of the public temper in regard to "the solid South."

The reception of Gen. Grant at Chicago, in connection with a reunion of the Army of the Tennessee, has attracted a large share of public attention for the past fortnight, and by the added evidence which it gives of the great popularity of the only living ex-President, may have a considerable effect on the political history of the next year.

The death, within the month, of two such men as Senator Zach. Chandler and Gen. Hooker (Fighting Joe), is worthy of note, although history may not place either upon its highest pinnacles.

Last, but not least, Secretary Sherman's balance sheet for October shows a decrease in the national debt of over ten million dollars ($10,352,906 62). The decrease since August 1st amounts to over sixteen millions. All the bonds now matured having been called in, the Secretary of the Treasury is now buying up the 6's of '81 in the market. Ten millions of them were lately purchased at a premium of seven per cent.

THE MONTH ABROAD.

The British movement in Afghanistan seems at a stand. Gen. Roberts remains in Cabul, occupied with severe measures for punishing the massacre of the embassy. The expected movement upon Herat has not yet commenced.

Meanwhile England finds abundant matter for alarm and controversy in the land troubles, at home and in Ireland. It looks much as if the only settlement will be found in a radical revision of the whole system of land tenures. We hope to give a special article on this subject next month.

A recent understanding between Germany and Austria, amounting to an alliance, is exciting the fears and anger of Russia. England would like to join the alliance, but cannot afford to forfeit the friendship of France.

The English protectorate, or guardianship, over Turkey, is proving to be no comfortable matter. The inevitable failure of the Sultan to carry out the promised reforms, has compelled a threatening attitude on the part of good mother Britannia, who seems just now to have a quite sufficient number of refractory orphans in charge.

South America reminds the world that she still exists, by getting up a rumpus of her own—not an insurrection this time, but a genuine national war. Chili on the one side and Peru and Bolivia on the other, have allowed a boundary dispute to develop into an occasion for waging a war which neither side has the means for carrying on. The newspaper accounts of the capture of the Peruvian iron-clad, *Huascar*, by the Chilian iron-clads, read like the most romantic of naval tales.

GENERAL.

What events are truly historical? Of all the matters whose record in our daily newspapers creates a passing sensation, how many will attract the attention of the student even ten years hence? Clearly but few. History as we care to know it, is the record of human progress, and especially of national growths. The question is, then, What events bear with power on the development and perfection of the world, favorably or unfavorably?

Tried by this test, the glaring headlines of the dailies stand chiefly for trash; and this department is in danger of noting too many rather than too few facts. It might reasonably be asked, for instance, what real historical importance can attach to the grand reception of Gen. Grant or to the passing away of a political "war horse" like Sen. Chandler, however sturdy or admirable in his way? The answer would require more space than we can spare, and then might not be wholly convincing.

Any one who has read European history enough to get a reasonably clear idea of the "Balance of Power" doctrine, will be interested in tracing its influence upon the present situation. It is no longer *families* that are feared, and royal marriages have no such significance as formerly, but the balance of power is still the chief factor in European politics.

The Hapsburg family was once the great bug-bear of Europe; now, it is the great territory and resourses of Russia that excite jealousy and fear. England fears Russian aggression upon her Asiatic dominions. Austria fears a further advance of Russia toward the Mediterranean. Germany does not enjoy so powerful a next neighbor while she is compelled to watch France on the other side. Italy, on the other hand, does not forget to dislike and fear her ancient oppressor, Austria; while the peoples still under Turkish misrule see no deliverer but Russia.

Thus the whole condition of Europe is that of anxious and suspicious watchfulness lest some one power or combination achieve an unsafe preponderance of power, no one knowing how soon the war-cloud may burst. And the lamentable fact at the bottom of the whole business, is that every nation believes every other to be wholly greedy, untruthful and unscrupulous; and we have the spectacle of civilized, Christian nations trying to live together on principles long since condemned among civilized and Christian men.

EDUCATIONAL MEETINGS.

WISCONSIN TEACHERS' ASSOCIATION.

Executive Session, to be held at Madison, Dec. 29, 30, 31, 1879.

The Association will meet each evening in Joint Session with the Academy of Science, Arts, and Letters.

PROGRAMME.

Monday Evening, December 29.

7:30.—Address—The Nature and Methods of Science, with Thoughts on Teaching Science—Rev. A. L. Chapin, D. D., Pres. Acad. of S., A. and Letters.

Tuesday Morning, December 30.

9:00.—Opening Exercises.

The Present Condition of the Schools of the State—Supt. W. C. Whitford.

The Possible Reading Class—Miss M. E. Hazard.

Report of Committee on Compulsory Education—J. B. Thayer, J. Q. Emery, J. S. Dore.

Report of Committee on Relations of High Schools and Colleges—O. S. Westcott, I. N. Stewart.

Report of Committee on Exhibitory Department—W. D. Parker, J. H. Terry, F. W. Isham, D. McGregor, Miss A. Hosford, A. J. Hutton, G. W. Foster.

Discussions.

Tuesday Afternoon.

Meeting of County and City Superintendents.

Tuesday Evening.

7:30.—The Arts of Engraving and Etching (Illustrated by examples of work by the Great Masters)—James MacAlister.

General Business.

Wednesday Morning, December 31.

9:00—The Limits of the Teacher's Authority—J. Burnham.

Mathematics: Its Scope and Place—W. D. Parker.

Report of Committee on Kindergarten Teaching—W. H. Richardson, G. S. Albee, Miss S. A. Stewart.

Report of Committee on Agitation of Popular Education—D. McGregor, A. F. North, A. A. Miller.

Report of Committee on Course of Study for the Ungraded Schools—W. C. Whitford, Robt. Graham, John S. Dore, T. F. Frawley, Miss Betsey M. Clapp.

Discussion and General Business.

Wednesday Afternoon.

Principals' Association.

Wednesday Evening.

The Education of the Deaf and Dumb (Illustrated by classes) — W. H. De Motte, LL. D.

General Business.

HOTEL RATES.—(By Special Arrangements with the Proprietors.) Vilas House, $1.50 per day. Park Hotel, $2.00 per day.

RAILROAD RATES.—The following railroads will sell return tickets at one-fifth fare to such as have paid *full fare in coming*, on presentation of certificates properly endorsed by the Secretary: Chicago, Milwaukee & St. Paul; Chicago & Northwestern: Chicago, St. Paul & Minneapolis; Chicago & Tomah; St. Paul, Stillwater & Taylor's Falls; Milwaukee, Lake Shore & Western; Green Bay & Minnesota; Wisconsin Central; Mineral Point; Pine River Valley & Steven's Point.

There will be no sessions of the General Association on Tuesday and Wednesday afternoons, to enable members to attend the Meetings of the Superintendents, and the Principals' Association.

The Executive Committee will meet on Wednesday, at 5 P. M.

DECEMBER 1, 1879.

W. H. BEACH, Beloit.
President.

W. H. CHANDLER, Sun Prairie,
Chairman Ex. Com.

F. W. ISHAM, Elkhorn.
Secretary.

PRINCIPALS' ASSOCIATION.

The Fourth Annual Session of the Wisconsin Principals' Association, to be held at Madison, Tuesday, 2 o'clock, P. M., December 30, 1879.

PROGRAMME.

1. Paper — Should the High Schools be Organized as Supplementary to the Common School, or as Preparatory to the University or College? — Prof. R. W. Burton, Janesville.
2. Discussion on the Marking System —Profs. W. H. Beach, Beloit; A. Hardy, Milwaukee; S. Shaw, Madison; W. G. Clough, Portage; and others.
3. Paper — Some Needed Reforms in Graded Schools. — Prof. E. Barton Wood, Oshkosh.
4. Report of Committee on State Certificates. Prof. T. F. Frawley, Eau Claire; Prof. A. J. Hutton, Platteville; Prof. I. N. Stewart, Berlin; Committee.
5. Miscellaneous Business, Reports of Commit'ees, Election of Officers.

J. Q. EMERY, Ft. Atkinson,
President.

A. R. SPRAGUE, Black River Falls,
Secretary.

CONVENTION OF SUPERINTENDENTS,

To be held at Madison, Tuesday and Wednesday Afternoons, Dec. 30 and 31, 1879.

The following programme of excercises has been prepared by the Executive Committee, viz.:

Tuesday, P. M., December 30, 1879.

1. Address by the State Superintendent.
2. The Use and Abuse of Webster's Diacritical Marks — Supt. O. S. Westcott.
3. Teachers' Meetings — Supts. Shaw and Grogan.
4. Ought not persons who take the office of County Superintendent, to be required to hold a suitable Certificate of Qualification? — Supts. Viebahn and Harper.

Wednesday, P. M., December 31, 1879.

1. How shall our Schools be Supplied with more Efficient Teachers — Supts. West and Williams.
2. What Measures can be taken to Secure a better Sanitary Condition in our Schools — Supts. Bartran and Greene.
4. By what Means can the Erection of better School-Houses be Secured?— Ass't Supt. Pradt.

W. C. WHITFORD,
State Superintendent.
M. S. FRAWLEY,
J. B. TRACY,
F. W. ISHAM,
Executive Committee.

OFFICE OF STATE SUPERINTENDENT.

MADISON, WIS., *November* 13, 1879.

In compliance with the petition of eleven of the applicants who were examined, in August last, in a portion of the required studies for State Teachers' certificates, I have designated Thursday and Friday, the first and second days of January, 1880, as the time, and Senate Chamber of the State Capitol, at Madison, as the place, for holding a special examination for these certificates. The present Board of State Examiners will have charge of the exercises, and will follow the rules in force at the annual examination in August last. Applicants who have not signed the petition above mentioned, will also be admitted to the special examination.

WILLIAM C. WHITFORD,
State Superintendent.

THE FOUR regular conductors of the teachers' institutes, viz., Profs. Graham, Salisbury, Thayer, and Hutton, will hold a meeting at Madison January 1st, for the purpose of arranging the outline of institute work for the next three years. We understand that this outline will contain some new and interesting features.

EDITORIAL.

WE PUBLISH in this number of the JOURNAL OF EDUCATION, Supt. Roby's paper on "An Educational Problem," which was read before the State Teachers' Association last July, at La Crosse. At that time, an earnest wish was expressed by many teachers to discuss the points presented in the paper. Without doubt, the utility of classical training, and the duty of the State to furnish this training for those pupils who desire to obtain it, will be ably advocated at the holiday session of this Association. We presume that the arguments of Supt. Roby will be met in this discussion.

THE CIRCULATION of the JOURNAL OF EDUCATION is now the largest it has been since it was revived nine years ago. We are under many obligations to the teachers and school officers in the State for their subscriptions, and especially to the county superintendents and institute conductors for their efforts in extending the patronage of the JOURNAL. During the year, they have added at least five hundred names to our subscription list. Several of our exchanges in the State have recently mentioned the JOURNAL in terms of high commendation. Many teachers have expressed to us, the past year, their satisfaction in reading each month the articles which we publish.

We shall continue to make the JOURNAL, as far as we are able, most useful to our subscribers. It is the only periodical which furnishes the fullest state news on educational subjects. Rea'ly a large amount of time is employed in searching for the items usually given in the notes each month. Our editorials aim to present our views on all the important movements in the school system of the state. To hundreds of persons our official department, in which so many questions on points in the school laws are answered, has come to be indispensable. The selected articles, which occupy about one-fourth of our space, are designed to aid mainly the teachers in our public schools. We shall provide next year, as we have done the past year, superior original articles on subjects of present interest to all our readers.

WE INTENDED to make special exertions the coming year in furnishing additional articles on primary instruction in our public schools, Our plans are to procure the ablest contributions which our best teachers in this department can prepare. In some of our graded schools and in our Normal Schools are ladies whose work in teaching the small children, is of the highest character. Their experience and their success entitle them to be regarded as authorities in this work. From some of them we already have pledges that they will furnish the needed articles.

IN THE past two years, we have filled many pages of the *Journal of Education* with news items, editorials, and selected articles upon the State University. Probably, no other single agency has circulated throughout the State such valuable information in regard to this institution. Most of the materials

used in the history of the University, which have been lately published in book form, have appeared in our periodical. We have promptly defended the institution whenever it has been unjustly assailed. These efforts have been made on the honest conviction that the University is doing a great work for the State. We shall endeavor to so bring its advantages to the attention of many of the young people that more of them will be enrolled in its classes.

In this number of the Journal will be found the programmes of the educational meetings for the holidays. As will be seen, all of them present interesting topics for discussion. Without doubt, the attendance upon all the exercises will be large. We hope to see many of the superintendents, the out-going as well as the incoming ones, in attendance at their convention. It is quite probable that an effort will be made to have all the proceedings of this body transacted upon either Tuesday or Wednesday afternoon, so as to leave one afternoon free to the convention of the principals.

The State Superintendent has appointed a special examination for State Teachers' Certificates, to be held at Madison, the first and second days of next month. This time is selected to accommodate both the examiners and the applicants, most of whom will attend the educational meetings of the holidays, and will close their work in connection with these bodies the day before the examination. Besides, nearly all of them are engaged in teaching, and can then be absent from their schools with less inconvenience than at any other time this winter.

NEW PUBLICATIONS.

The Normal Question Book.—Last summer this work was issued by its author, J. E. Sherrill, who edits the "Normal Teacher," published at Danville, Indiana. At the time, we were favored with a copy of it for examination, but our other duties have prevented until now, the preparation of a careful notice of its merits. The book contains 404 pages, and is sold for $1.50.

"The chief purpose of the work," as stated by the author, "is that of preparing teachers for examination, by affording them a hand-book, in the use of which they will be directed in the review of the branches in a natural and normal manner. The questions are so arranged as to bring out the vital and difficult points of each subject, and the answers are selected from various excellent and late authorities, with the name, page, and paragraph of the book from which the answer is taken, given in connection with it." First, the questions, and secondly, the answers, are given on all the common English branches, together with United States History, Physical Geography, and Civil Government.

After a review of the work, we are satisfied that the purpose of the author has been exceedingly well accomplished. But it seems to us that the book can be

made the most useful in the hands of teachers in giving instruction to their classes, as it supplies a model for the development of each subject, and a large amount of suggestive information in the studies taught in the public schools. Very many of the best points found in our text-books, are culled and here presented in a well arranged manner.

The work has an appendix, in which are embraced many practical hints on the rules to be observed at examinations, on the preparation of manuscripts, on programmes for recitations and studies in a common school, on theory and practice of teaching, on map drawing, on percentage in arithmetic, and on parsing in grammar.

NOTES.

PROF. J. M. GREENY, of Ripon College, is a member of the Fond du Lac County Board.

IN PIERCE COUNTY fifty-nine districts purchase books directly from the publishers, 40 sell to pupils, and 19 loan them.

AN exchange says there are *sixty-four* counties in the State. In fact there are only sixty-three: and one of those, New, has not yet any county organization.

THERE are 6,517 children of school age in Pierce county, of which number 2,081 have not been in school during the past year. In short, 4 out of 13 have not attended.

SUPERINTENDENT SOMERS' October report shows that the total enrollment in the Milwaukee Public Schools this year, was 13,320, or 916 more than for the same month of last year.

THE SCHOOL FUND of the State was increased last year, by the sale of lands, $3,423.61; the Normal School fund, $9,098 06; the University fund, $164.21; and the Agricultural College fund, $6,049.83.

THERE are now 850 teachers in the Chicago public schools to 46 160 scholars (according to the report for October). The high schools enrolled 1,393; the grammar schools, 35,486; the primary schools, 9,290.

THE TERMS of service of the teachers in the Milwaukee schools are as below: Less than one year. 13: one year, 33; two years, 40; three years, 24; five years, 26; six years, 27; seven years, 11; eight years, 14; nine years, 4; ten years, 4; more than ten years, 21.

THE INCOME by tuition fees in the Normal schools of this State, last year, was as follows: Platteville, $3,010.21; Whitewater, $3,663 63; Oshkosh, $4,552.47; and River Falls, $3,813.81. Total, $13,070.12. The interest on the Normal school fund loaned was $38,097.93.

PROF. B. M. REYNOLDS, of Northfield, Minn., was attacked last month with a severe fit of sickness, and was compelled to be absent from his school for nearly two weeks. He writes: "The schools are moving on very pleasantly with me, and if my health returns, I shall enjoy myself in them."

MRS. EMERSON, the wife of Prof. Joseph Emerson, of Beloit College, died Nov. 13th, from the effects of a difficult surgical operation in taking a tumor from her body. She was a woman of most excellant traits of character, highly esteemed by her acquaintances, and her death is severely felt.

IN THE publication of the Annual Report of the State Superintendent, the special reports received from the county and city superintendents, are placed first in the hands of the state printer. A portion of these have already been set in type, and it is hoped that the whole Report will be issued in January.

THE Juneau County *Argus*, published at New Lisbon, says:

Our village schools are prospering, and while teachers are earnest and energetic in the duties devolving upon them, their labors are rendered pleasant and agreeable by the obedient and studious efforts of the scholars in the several departments. The attendance is larger than ever before, with a prospect of an increase in numbers during the coming winter.

SOME committees of the Normal School Board are now making their usual visits to the several Normal Schools of the State. This Board has provided the most efficient system existing in the State for the examination and supervision of its schools. Five different committees visit these schools at different times during the year, and report to the Board the results of their labors. These committees are as follows: On Employment of Teachers, on Supplies, on Visitation, on Examination of Senior Classes, and on General Supervision.

THE *Inter Ocean* says,—"Of the four lady candidates for the office of County School Superintendent, in the recent Wisconsin elections, only one was elected, and she defeated another woman."

No item in this statement is correct. There were eight lady candidates for this office, four of these were elected, and no one defeated another woman.

THE INCOME of the State University last year was $82,950.26. Of this sum, $16,199.29 were realized from the Agricultural College fund; $4,700.00 from the sale of the Soldiers' Orphans' Home; $4,811.58, from students' fees; $913.57, from miscellaneous sources; $15,015.52, from the University fund; and $41,310 30 from the tax of one-tenth of a mill per dollar on the assessed property of the State.

SUPT. MAHONEY, of Kenosha county, in some remarks before an association of teachers in his county, last month, said that there are from ten to eleven hundred children of school age in the county who do not attend school. He asked the teachers to observe how many children there are in their districts, who do not attend school, and to report the same to him.

SEVERAL COUNTIES in the State have made arrangements for the regular meeting of their teachers, in associations, once in two weeks, for the discussion of educational topics. We trust to see work done in this direction, the coming winter, in more counties than ever before. It should be a care to each county superintendent to organize such associations as soon as practicable, and to maintain them by his special exertions.

THE Platteville Normal School suspended operations the 18th of last month, for two weeks, in consequence of the sickness and death of younger pupils from diphtheria. None of the students in the Grammar and Normal departments have been attacked by this disease. It seems to be prevailing in several localities in the southwestern part of the State. The school will be in session during the holidays, the usual time for the vacation at the close of the Fall Term.

THE REFORM SCHOOL for Boys at Waukesha, Wis., enrolls more than 400 boys of from 8 to 21 years of age. There is a large farm connected with the school; also a chair factory and shoe-shop; the inmates of the institution divide their time between attending school and manual labor. Of course the earnings of the school do not cover all the annual expenses, their being a deficit every year of some $40,000 to be met out of the State appropriations.

PROF. A. F. NORTH is in temporary charge of Carroll College. He is assisted by Mrs. Kittie North, the Principal of the Grammar Department, by Miss Lois Parke, teacher of Latin, and by Dr. Hugo Philler, instructor of German. Under this corps of teachers, the institution will continue the excellent work which it has accomplished under Prof. W. I. Rankin, the former principal.

SEVERAL LOCAL PAPERS in the State have lately opened their columns to educational items, and placed these columns in charge of principals of graded or high schools, and county superintendents. In this way the people become better informed of the condition of the schools in their own midst, and learn of the educational movements in other portions of the State. These papers add thus to their own popularity and usefulness.

THE PEWAUKEE VILLAGE SCHOOL is already full to overflowing. Another room and another teacher are imperatively demanded. Yet the board notwithstanding that the people at the regular annual meeting unanimously instructed them to provide such accomodation, furnished ample funds to build a new school house, and voted money to pay an additional teacher, persistently deprive the children of their dearest rights, endanger their health by overcrowding the rooms, and thwart the will of the whole community.

PROF. O. W. MOSHER, the principal of the graded school at New Richmond, St Croix county, writes thus: "Since we have occupied the new building, we have organized one more department, and we now have four schools instead of three. The whole school, I think, is in a first-rate condition; and there are in the highest department, at present, ten non-resident pupils — a fine addition to the school; we are wishing to get this department into the line of High School work."

ONE of the most enjoyable receptions given to ex-President Grant during his stay in Chicago, was the one in the Exposition Building on Monday afternoon Nov. 17, by the school children. Not less than 50,000 of these, of all ages, from the wee members of the primary department to the blushing maidens and stalwart young men of the Central High School, paid their respects to the hero of the Appomattox. In his address on this occasion, Gen. Grant gave utterance to the following words:

"It is the condition of our future success to secure general education. With education universal, there need be no apprehension of danger to our country in the future. Without education I should despair of the future of the republic."

THE TEACHERS of the public schools in New Holstein and adjoining towns in Calumet county, organized an association on the 15th of last month. Wm. B. Minaghan, the county superintendent elect, was chosen temporary chairman. A constitution and by-laws were adopted. At this meeting, the question was discussed: "Is corporal punishment necessary to school government?" The Chilton *Times* says: "The new society is destined to do incalculable good by promoting the interest of the great cause in which its members are actively engaged."

THE STATE SUPERINTENDENT has appointed the following visiting committees to the State Normal Schools for this year:

Platteville — Rev. E. D. Huntley, Appleton; Prof. R. B. Anderson, Madison; Supt. W. A. Jones, Mineral Point.

Whitewater — Prof. T. C. Chamberlin, Beloit; Prof. M. T. Park, Elkhorn; Supt. C. W. Roby, La Crosse.

Oshkosh — Prof. H. C. Howland, Eau Claire; Prof. Geo. M. Guernsey, Platteville; Supt. John T. Flavin, Watertown.

River Falls — Prof. J. Q. Emery, Fort Atkinson; Prof. A. F. North, Pewaukee; Supt. John S. Dore, Neillsville.

PROF. A. O. WRIGHT, the Principal of the Fox Lake Seminary, announces that he will deliver this winter the following course of lectures on the philosophy of history:

I. The Causes of History; II. The Beginnings of History; III. The Far East — the Patriarchal Type of Society; IV. India — the Sacerdotal Type of Society; V. The Orient — the Despotic Type of Society; VI. The Culmination and Decline of the Orient; VII. The Occident — the Aristocratic Type of Society; VIII. Greece — the Teacher of Culture; IX. Rome — the Teacher of Law; X. Medieval Europe — the Winter Time of Christendom; XI. Modern Europe — the Summer Time of Christendom; XII. The Democratic Type of Society.

PROF. T. C. CHAMBERLIN, the State Geologist, has the third volume of the State Geological Survey nearly ready for distribution. It is of the same size as the second volume, issued two years since, and contains about 800 pages. Accompanying it are fourteen new maps, which will be added to the atlas published with the second volume. It treats principally of the copper range in the northwestern part of the state, and the iron range in the northeastern part. It devotes considerable space to microscopic investigations of specimens taken from these ranges and others in the Lake Superior region. Economic geology occupies a portion of the work. It will be distributed in the same manner as was the other volume.

SUPT. HOWITT, of Waukesha, publishes in the *Freeman* of that place, his annual report of the condition of the schools under his charge for the past school year. This report was made to the county board, and presents full statistics on the points considered. On the subject of school-houses he says:

"Waukesha being an old county, comparatively speaking, the majority of the school-houses are in excellent condition and well furnished; but there is a number of school buildings which ought to be replaced by new buildings and well furnished. I would call upon the school directors, parents, teachers, and all concerned, to look well to the danger which may easily arise, from ill ventilated, poor school-houses, and impur water. Do not have your children poisoned with foul water, impure air, etc., and charge their sickness and death to the mysterious dealings of an inscrutable Providence.

THE EDITOR of the *Evansville Review*, an old teacher, publishes the following in his paper:—

"How many of the teachers in this county are subscribers for an Educational Journal? Every one ought to be. A physician who tries his best to alleviate suffering in the most successful manner, takes two or three or more Medical Journals. A Mechanic that keeps pace with his trade must study new inventions and new plans, and to do this he must be a subscriber to, and reader of, works on mechanics. But teachers have an idea that there is no improvement in the methods of imparting instruction; that there are no new ideas worth studying, and the consequence is seen in the almost uselessness of one-half of our common schools. Teachers complain of low wages. The remedy is in their own hands. Make yourself worthy of better wages, and the position in which to obtain them is ready for you. Among Teacher's Journals ranks among the best, *The Wisconsin Journal of Education*, published by the State Superintendent and his Assistant."

THE FOLLOWING COUNTY SUPERINTENDENTS were re-elected this fall: Jesse M. Higbee, Adams County; H. J. White, Barron; Miss Minnie H. Kelleher, Brown; J. C. Rathbun, Buffalo; John G. Fleming, Burnett; John S. Dore, Clark; M. S. Frawley, Dane, 2d District; John T. Flavin, Dodge; Miss Agnes Hosford, Eau Claire; Ed. McLoughlin, Fond du Lac; Chas. L. Harper, Grant; A. W. Millard, Green Lake; Wm. A. Jones, Iowa; T. P. Marsh, Jackson; D. A. Mahoney, Kenosha; C. S. Stockwell, La Crosse; C. G. Thomas, La Fayette; Thomas Green, Marathon; L. W. Winslow, Marinette; Rich. G. O'Connor, Marquette; J. H. Rounds, Pepin; D. D. Parsons, Richland; John W. West, Rock, 1st District; Miss Betsey M. Clapp, St. Croix; Jas. T. Lunn, Sauk; Wm. Sommers, Shawano; B. R. Grogan, Sheboygan; John Howitt, Waukesha; L. L. Wright, Waupaca; Jas. H. Tobin, Waushara.

SEVERAL NEW COUNTY Superintendents were elected this fall as follows: E. C. Smith, Ashland county; W. B. Minaghan, Calumet; C. D. Tillinghast, Chippewa; Henry Neill, Co-

lumbia; Jas. H. McDonald, Crawford; C. E. Buell, Dane, 1st district; Chris. Daniels, Door; Irvin W. Gates, Douglas; Miss Florence Tickner, Dunn; D. H. Morgan, Green; C. L. Hubbs, Jefferson; W. G. Spence, Juneau; W. H. Timlan, Kewaunee; C. F. Willard, Manitowoc; George H. Fowler, Milwaukee, 2d district; A. F. Brandt, Monroe; H. Allen, Oconto; John Leith, Outagamie; W. F. Scott, of Ozaukee; J. T. McCleary, Pierce; Henry B. Dike, Polk; A. P. Een, Portage; Chas. A. Morse, Racine; Wm. Jones, Rock, 1st district; John Anderson, Taylor; Stephen Richmond, Trempealeau; Wm. Houghton, Vernon; Wm. R. Taylor, Walworth; Jas. Finnigan, Washington; W. W. Kimball, Winnebago; P. E. Nash, Wood.

PROF. W. L. RANKIN, the principal of Carroll College, at Waukesha, the last thirteen years, has assumed the position as a teacher in the Lake Forest Seminary, near Chicago. On resigning the charge of the college, the last of October, he published an address to the people of Waukesha, in which occur the following paragraphs:

"I do most emphatically declare that I do not regret the years spent in Carroll College. They have been full of a rich and happy experience. What I have gained and enjoyed I would not exchange for the perquisites of the fullest office in the land, where I could not have a clear conscience and congenial employment. "Within this period of twelve or thirteen years, a debt of three thousand dollars has been cleared off, the current expenses have been provided for, the furniture and equipment have been enlarged, repairs and improvements have been kept up, and a capital nearly equal to the original debt has been accumulated. Referring to the last annual report of the State Superintendent of Public Instruction, which lies before me, I find that the receipts from tuition in Carroll College during that year were more than half of those in Beloit or Milton College, or Lawrence University, with all their departments, and almost nine-tenths of the receipts of Ripon College, and here I may say that I have been peculiarly fortunate in the collection of tuition of my patrons. My rule has been not to ask one cent in advance, to do the work first and then present the bill. Less than 2 per cent. of all the bills for tuition made out during my thirteen years in Carroll College, remain unpaid."

THIS YEAR $935.45 were expended by the State to aid the children under fourteen years of age, who formerly belonged to the Soldiers' Orphans' Home. Each child received $[illegible] per month. At present there are only seven such beneficiaries. By the terms of the law the State aid for this object ceases at the end of this year.

WISCONSIN JOURNAL OF EDUCATION.---VOL. X.

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The JOURNAL OF EDUCATION will continue to be issued by the present editors and publishers, as heretofore. Thanking our subscribers for their patronage, our contributors for their interest and their articles, and the county superintendents, end many others, for their efforts in extending the circulation of the JOURNAL, the publishers will still endeavor to make it useful to the teachers and the educational interests of the State.

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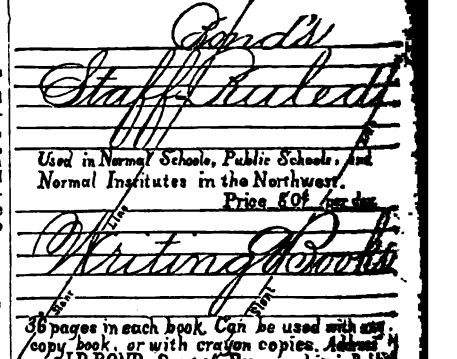

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ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION

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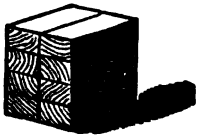

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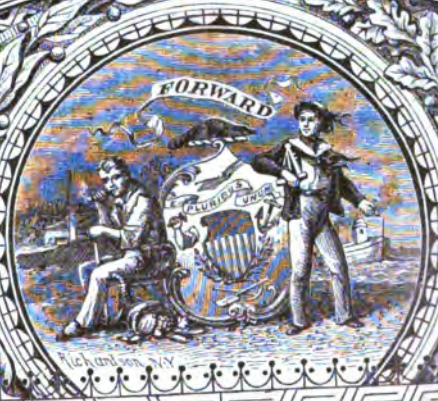

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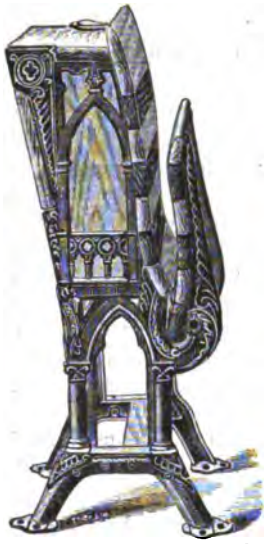

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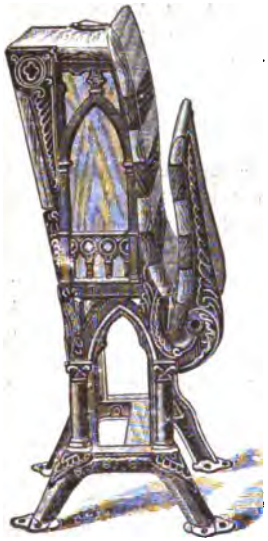

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3. Upon presentation of such certificate to the president of a State Normal School, the candidate shall be examined, under the direction of said president, in the branches required by law for a third grade certificate, except history and theory and practice of teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the president may require of good health and moral character, and after subscribing to the following declaration:

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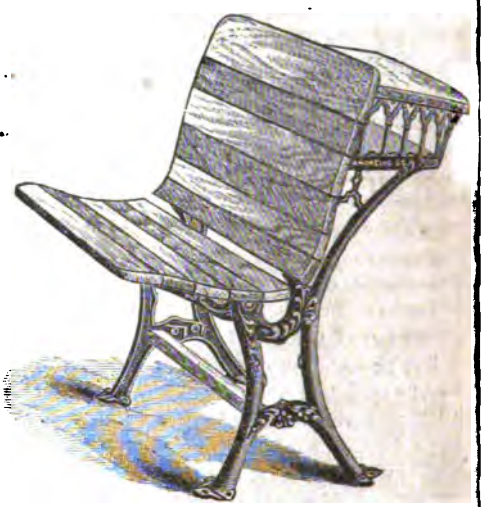

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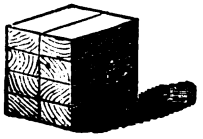

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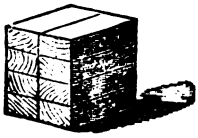

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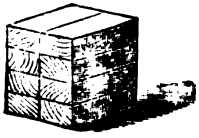

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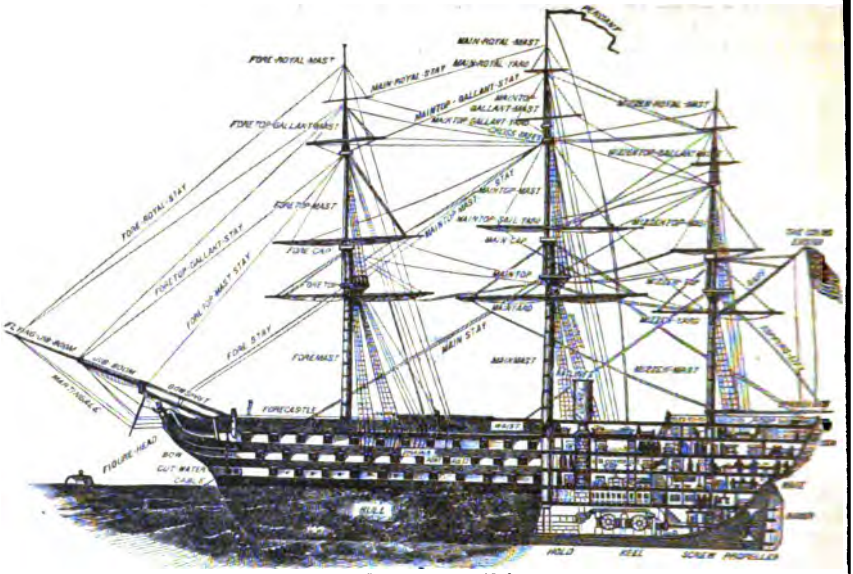

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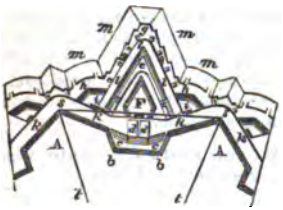

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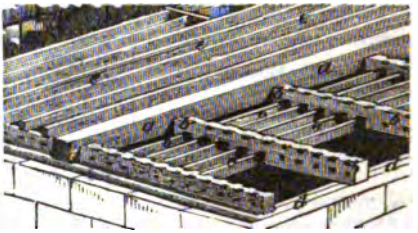

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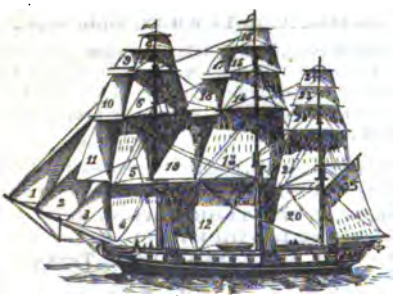

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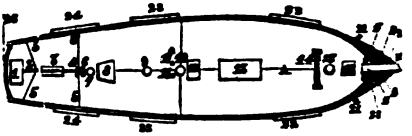

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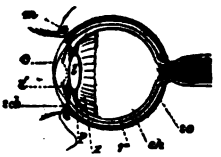

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